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ABSTRACT

A course on South west history part of a high school career curriculum project, is outlined. Objectives for each part of the course are listed. Course titles include: Urban Problems in the Southwest, Mexican Americans in the Southwest, Southwest History, Americans in the Southwest, Indians in the Southwest, Urban Problems, and History of Business and Industry. Several course titles have more than one learning package, each outlined in a similar format consisting of a problem statement, objectives, required reading materials and activities, and extra reading materials and activities. Packages include: The Mexican-American Today; Mexican-Americans Begin to be Heard; Cowboys; Medicine; Business in the Southwest; Ancient Indian Culture; Pueblo, Hopi, and Zuni; Red Power; Apache Group and Comanches; Mining in Arizona; Introduction to Urban Problems; Race Relations in the Cities; Planning; Crime; and Western Justice. The units on American Indians contain reproductions of literature, songs, symbols, and Indian picture writing. Related documents are SO 006 460 and SO 006 461. (KSM)

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SOUTHWEST HISTORY

JUDY HOFFMAN

SO 006 459

ED 085282

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SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: SOUTHWEST HISTORY

BY

JUDY HOFFMAN

MEXICAN-AMERICANS IN THE SOUTHWEST

OBJECTIVES

THE MEXICAN-AMERICANS TODAY

1. Explain in writing what organizations have been formed to advance "la Causa" and "la Raza" since World War II and what they (especially labor unions) have sone to be effective.

2. Explain and express in writing an apprecation for the development of the Chicano Power movement among Mexican-Americans.

3. Explain in writing which areas of life have been most in need of attention because of racial discrimination against Mexican-Americans.

4. Express an appreciation for the constructive efforts of Mexican-Americans to improve their lives and obtain those civil rights deserved by American citizens.

MEXICAN-AMERICANS -- UNIT 1

1. Explain in writing and orally what the term "Mexican-American" means.

2. Give 3 examples in writing of ways in which Mexican-Americans have contributed to the Southwest.

3. Explain in writing and orally why we are studying the heritage of the Mexican-American.

UNIT 2

1. Explain in writing which occupations were most common in Mexico from conquest through 1920.

2. Explain in writing what contributions, good and bad, the Spaniards made to new Spain and what effect these contributions had on the colonized peoples.

3. Express orally an appreciation for the types of attitudes which developed under Spanish colonization and which have contributed to the pride in the Mexican-American heritage and the growing resistance to the suppression of civil rights of Mexican-Americans.

4. Express orally and in writing the frustrations of Mexican-Americans who were discriminated against during the latter half of the 1800's and explain their attempts to right wrongs against them (including the activities of people such as Juan Cortina and Joaquin Murieta.)

5. Explain in writing the reasons for the revolution in Mexico in 1910 and how these reasons as well as conditions in Mexico could have (1) forced many people north to live in the United States (2) Affected their attitudes toward equality, work and their new home in general.

6. Describe in writing the attitudes toward these new arrivals held by Mexican-Americans who had been in the U.S. much longer than they and by Anglos.

THE MEXICAN-AMERICAN VI

1. Explain in writing the types of injustices experienced by Mexican-Americans.

2. Explain in writing how Mexican-Americans began to organize to improve their civil rights and give examples in writing of 1 organization formed before 1945 for this purpose.

3. Explain in writing what types of occupations were open to Mexican-Americans during this period of time (up to 1945) and describe in writing the effect of the Depression on job opportunities for Mexican-Americans.

COWBOYS

Objectives:

1. Explain orally to the teacher the importance of the cowboy to the American Southwest.

2. Explain in writing at least 2 hazards which were waiting for the cowboy in the performance of his duties.

3. Give in writing at least 2 specific contributions of the cowboy to the culture of America and the Southwest.

4. Describe in writing at least one specific job of a cowboy (such as trail boss, range boss, drag rider, etc.).

5. Compare the cowboy -- myth and reality.

AMERICANS IN THE SOUTHWEST

OBJECTIVES

MEDICINE

1. Describe in writing the various tools and techniques used by the frontier doctor.

2. Compare orally the tools andtechniques of the frontier doctor with the doctor of today.

3. Explain in writing why the Southwest has a reputation for being a healthful place to live and how this reputation has developed.

4. Express orally an appreciation for the inventiveness of the frontier physician and for the advances made in medicine in the present century.

HISTORY OF BUSINESS AND INDUSTRY

OBJECTIVES

BUSINESS IN THE AMERICAN SOUTHWEST

1. Describe in writing some of the business opportunities which existed in the Southwest in the 1800's.

2. Compare in writing the character of business opportunities of the 1800's in the Southwest with the character of business opportunities today.

3. Explain some of the controls which existed and were created to apply to business in the 1800's and compare them with ones today.

INDIANS IN THE SOUTHWEST

OBJECTIVES

ANCIENT INDIAN CULTURES

1. Compare in writing and orally the major Indian cultural groups in Arizona. This comparison would cover the origin of each and at least 2 aspects in the lives of the Indians in these major cultural groups.

2. Locate the major Indian cultural groups on a map of Arizona.

3. Explain in writing and orally about at least 2 ways we learn about Indian cultures which not longer exist.

4. Explain in writing and orally why we study cultures which no longer exist.

PUEBLO-HOPI-ZUNI INDIAN GROUP

1. Identify in writing major religious beliefs and ceremonies of the Pueblo, Hopi and Zuni.

2. Explain in writing how the Pueblo, Hopi and Zuni made their living both in the past and present.

3. Describe in writing important events in the history of the Pueblo, Hopi and Zuni.

INDIANS IN THE SOUTHWEST

OBJECTIVES

RED POWER

1. Explain in writing the role and effectiveness of the Bureau of Indian Affairs in the protection of the rights of Indians.

2. List in writing examples of injustices against Indians even today.

3. Explain in writing and orally the major differences in the values of the red and white man.

4. Explain in writing the efforts of the Indians to improve their lives and the role Red Power plays in these efforts.

5. List in writing examples of occupations commonly open to Indians today.

INDIANS IN THE SOUTHWEST

OBJECTIVES

ANCIENT INDIAN CULTURES

1. Compare in writing and orally the major Indian cultural groups in Arizona. This comparison would cover the origin of each and at least 2 aspects in the lives of the Indians in these major cultural groups.

2. Locate the major Indian cultural groups on a map of Arizona.

3. Explain in writing and orally about at least 2 ways we learn about Indian cultures which no longer exist.

4. Explain in writing and orally why we study cultures which no longer exist.

NAVAJO - APACHE GROUP and the COMANCHES

Objectives:

1. Identify in writing major religious beliefs and ceremonies of both Navajos and Apaches.

2. Explain how Apaches and Navajos and Comanches made their living in both the past and the present.

3. Describe in writing important events in the history of the Navajos, Apaches, and Comanches.

MINING IN ARIZONA

Objectives:

1. Explain in writing an orally how the presence of wealthy minerals deposits in the Southwest encouraged the development of the Southwest.

2. List 3 important mineral deposits in the Southwest.

3. Describe the typical prospector in the West.

4. Describe 2 methods of mining used in the Southwest either past or present.

5. Recognize 3 important copper mining areas in the Southwest and describe one important gold of silver mining area.

URBAN PROBLEMS IN THE SOUTHWEST

OBJECTIVES

URBAN PROBLEMS IN THE SOUTHWEST-INTRODUCTION

1. Explain in writing what the term "urban" means.
2. List in writing what major urban problems are.
3. Explain in writing reasons why the Southwest is attracting more people and therefore asking for larger urban areas.
4. Explain what other factors besides the attractiveness of the Southwest add to high concentrations of population in the cities.

RACE RELATIONS IN THE CITIES

1. Explain in writing which aspects of people's lives are affected by racial prejudice in urban areas.
2. Explain in writing the background of specific incidents of racial troubles in the urban Southwest.
3. Formulate in writing possible measures to alleviate the outward manifestations of racial prejudice in the urban Southwest.
4. Describe the character of racial prejudice in the Southwest, that is, which races are most discriminated against and by whom.

PLANNING

1. Identify in writing, problems in urban planning today.
2. Identify in writing various attempts to solve the problems in urban planning today.
3. Explain in writing the importance of urban planning.
4. Identify in writing the occupations open in urban planning today.

COURSE TITLE: URBAN PROBLEMS IN THE SOUTHWEST

Objectives:

1. List in writing major crimes which endanger city dwellers today.
2. Explain in writing which urban conditions add to the problems of law and order.
3. Explain in writing what crime-related problems your nearest urban area is concerned with.
4. Explain in writing what occupations are available in the field of law enforcement today.
5. Explain in writing what weaknesses exist in the system of justice in the United States.

COURSE TITLE: AMERICANS IN THE SOUTHWEST

Objectives:

1. Explain in writing the duties and qualifications for law inforcement officers in the Southwest in the 1800's.
2. Explain in writing what conditions encouraged crime in the early Southwest.
3. Compare in writing law enforcement in the Old West with that of today.
4. Express an appreciation for the efforts to establish law and order to protect the growing population of the Southwest in the 1800's.

OBJECTIVES

BUSINESS IN THE AMERICAN SOUTHWEST

1. Describe in writing some of the business opportunities which exited in the Southwest in the 1800's.

2. Compare in writing the character of business opportunities of the 1800's in the Southwest with the character of buseness opportunities today.

3. Explain some of the controls which existed and were created to apply to business in the 1800's and compare them with the ones today.

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COURSE TITLE: MEXICAN-AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: THE MEXICAN-AMERICAN TODAY

By

JUDY HOFFMAN

MEXICAN-AMERICAN - The Mexican-American Today.

I. PROBLEM. Since the close [illegible] Mexican Americans have become increasingly aware of discrimination against them in all areas of their lives. More and more organizations began to be formed to help Mexican-Americans. Most were self-help organizations designed to help break the cycle of poverty. People began to work through the schools, the courts and politics to improve their positions. Cesar Chavez opened the way for Mexican-Americans to work through a farm labor union for improvements. Strikes hit the establishment right where it hurt and the workingman, white, black, brown or red, has found them useful tools to get better wages and working conditions.

What are the problems of Mexican-Americans all over the Southwest today? It is one thing to protest, but to be effective one must know what he is protesting for or against. He must have facts to back up his opinions. All minority groups who are discriminated against have a valid cause, but they must be able to communicate facts about their problems to the majority in order to get sympathy, help and then change.

What areas in the lives of Mexican-Americans are most in need of attention? Which methods best apply to which areas? Strikes would be a relatively far fetched attempt at changing the administration of justice in the Southwest. Involvement and communication are keys, but so is knowledge of the problems at hand.

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing what organizations have been formed to advance "la Causa" and "la Raza" since World War II and what they (especially labor unions) have sone to be effective.

2. Explain and express in writing an apprecation for the development of the Chicano Power movement among Mexican -Americans.

3. Explain in writing which areas of life have been most in need of attention because of racial discrimination against Mexican-Americans.

4. Express an appreciation for the constructive efforts of Mexican-Americans to improve their lives and obtain those civil rights deserved by all American citizens.

III, Required Reading Material. Read each of the following assignments.

1. The Mexican American and the U.S. pp. 43-60

2. South by Southwest. pp. 117-120.

3. The Chicanos:optional: Mexican-American Voices E. Ludwig. pp. 215-270.

IV. Extra Reading Material. For your understanding of this unit read any of the following assignment and turn in notes for extra credit.

The Chicans. pp. 157-316.

North from Mexico. C. McWilliams. pp. 275-304

Los Mojados. J. Samora

A Forgotten American. L.Hernandez pp. 14-34

La Raza. S. Stein

Mexican-American: A Brief Look at their History! J. Nava pp.46-52.

Mexican-American in the Southwest. E. Galarsa

The Mexican-American: An Awakening Minority. M. Servin. pp. 143-160, 160-176, 179-199, 201-212, 212-227, 227-235.

Sal Si Puedes: Cesar Chavez and the New American Revolution. P. Mathiessen.

Mexican-AmericanYouth. C. Heller

Health in the Mexican-American Culture. M. Clark

La Raza: Forgotten American. J. Samora

The New Life: La Vids Nueva -- The Mexican American Today. A. Dobrin

Spanish Surnamed American Employment in the Southwest. F. Schmidt

Mexican-Americans and the Administration of justice in the Southwest. U.S. Commission on Civil Rights.

A Documentary History of the Mexican-Americans. W. Moquim pp. 389-506.

V. Required Activities. complete each of the following assignments using the material you have read.

1. Answer the following questions in writing in your own words.
   1. What is a "bracero" What effect on the lives of Mexican-Americans does the use of "Braceros" have?
   2. Explain the importance of the American G.I. Forum.
   3. Who is Cesar Chavez and why is he important to Mexican-Americans?

2 Choose 2 of the following activities.

1. Do a time line showing the major migrations and the major events in the struggle for acceptance by the Mexican-Americans.

2. Pick 2 short stories from the Chicano(one on the Anglo view and one on the Mexican -American view) and turn in abstrats (short summaries). Turn in the title and author also.

3. Draw a poster calling for Mexican-Americans to support la causa and la raza.

4. Do a political cartoon on Chicano Power.

5. Draw a poster calling for suppor by Mexican-Americans for a strike against poor working conditions and low salaries.

4. Choose 2 of the following activities.

1. Pretend you are in charge of a community service organization which is attempting to improve the life of Mexican-American in the area. Make a list of possible activities, you might use to draw attention to your plight.

2. Prepare a speech to be given to the class on the importance of better working conditions to the Mexican-Americans and the need for action rather than apathy in dealing with the problems existing between the U.S. and Mexican-Americans.

3. Write an essay on the importance of organization using the cause of the Mexican-Americans as your primary example. Of course, you may use other, too.

4. Write a paper on things in your history and your back ground that you are proud of -- your history can mean the history of your people, not just your personal life.

5. Read a magazine article on La Raza or on any aspect of the Chicano movement. Turn in an abstract eith bibliographical information.

5. Choose 1 of the following activities.

1. Read La Raza: Forgotten American J. Samora and using the information in this collection of essay, write your own essay on the problems facing Mexican-Americans today.

2. Prepare an oral report on ne of the following topics and present it to the class.
a. Justice under the Law for Mexican-Americans.
b. The Effective of Strikes to Improve Wages and Working Conditions for Mexican-Americans.
c. Chicano Power.
d. Cesar Chavez
e. Lee Trevino
f. RicardoMontalban
g. Reies Tijerina

3. Write an essay on the increasing job opportunities for Mexican-Americans in the Southwest. Ask the teacher for suggestions on sources. Your finished paper should be well-organied and well-supported (2-3)pages.

VI.Extra Activities.

Viva Chicano. F. Bonham.

Plum Picker. R. Barrio

Chicano Cruz. W. Cox

Or see the teacher for additional suggestions for extra activities.

MEXICAN-AMERICANS -- UNIT 1

I. PROBLEM

What does Mexican-American mean? Do Mexican-Americans have their own history or do they just adopt the history of the country in which they live? Are all Spanish speaking Americans called Mexican-Americans? Where do most Mexican-Americans live? Why would we want to study the background and culture of the Mexican-Americans?

II. SPECIFIC OBJECTIVES

When you finish this unit you will be able to:

1. Explain in writing and orally what the term "Mexican-American" means.
2. Give 3 examples in writing of ways in which Mexican-Americans have contributed to the Southwest.
3. Explain in writing and orally why we are studying the heritage of the Mexican-Americans.

III. REQUIRED READING MATERIAL

Read the following pages carefully.

The Mexican-American and the United States. p. 7-11

South by Southwest. p. 1-15.

IV. EXTRA READING MATERIAL

For a deeper understanding of the problems and questions involved in this unit, read any of the following material.

Mexican-Americans: A Brief Look at Their History. pp. 9-12

North From Mexico. pp. 19-47.

A Forgotten American. L. Hernandez (in library) pp. 7-13.

V. REQUIRED ACTIVITIES

Complete each of the following activities.

1. Using the reading material, answer the following questions in writing in your own words and in complete sentences.

    1. Why can't you describe all Mexican - Americans as Spanish-speaking and visa-versa?

    2. What contributions have Mexican-Americans made to the Southwest?

    3. What different Old World cultures are included when we speak of Spanish ancestry.

2. Interview someone not taking Southwest History (student or adult) about what he or she thinks "Mexican-American" means. Also ask the person you interview if he or she thinks Mexican-Americans have been important in the Southwest and ask him or her to explain his or her answer. Organize and write your findings in a 1 page paper to be checked by the teacher. Make sure you tell whom you interviewed.

3. Choose at least 2 of the following activities.

    1. Pick up a sheet on political cartoons from the teacher. After studying it, draw a political cartoon expressing your opinion about the contributions of Mexican-Americans to the Southwest.

    2. Write an original essay on the pride involved in Spanish ancestry. Use your imagination as well as facts presented in the reading material. The essay should be a well organized and carefully written paper at least 1 page long.

    3. Write an original essay on prejudice and discrimination. Use any personal observations or experiences to support your opinions. Your essay should be a well organized and carefully written paper at least 1 page long.

    4. Write one well organized original paragraph on the reason you think we are studying the background of Mexican-Americans.

4. Participate in class discussions.

5. Take the test over this unit.

VI. EXTRA ACTIVITIES

If you would like to do more activities to increase your understanding of the Mexican-American heritage please see the teacher for suggestions.

scrapbook of articles on Mexican-Americans

Red Sky at Morning

Pocho

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CURRICULUM

PROJECT

COURSE TITLE: MEXICAN - AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: MEXICAN - AMERICANS IN THE SOUTHWEST
UNIT II

BY

JUDY HOFFMAN

contributions had on the colonized peoples.

3. Express orally an appreciation for the types of attitudes which developed under Spanish colonization and which have contributed to the pride in the Mexican-American heritage and the growing resistance to the suppression of civil rights of Mexican-Americans.

4. Express orally and in writing the frustrations of Mexican-Americans who were discriminated against during the latter half of the 1800's and explain their attempts to right wrongs against them (including the activities of people such as Juan Cortina and Joaquin Murieta)

5. Explain in writing the reasons for the revolution in Mexico in 1910 and how these reasons as well as conditions in Mexico could have (1) forced many people north to live in the United States (2) affected their attitudes toward equality, work and their new home in general.

6. Describe in writing the attitudes toward these new arrivals held by Mexican-Americans who had been in the U.S. much longer than they and by Anglos.

III. REQUIRED READING MATERIAL. Read each of the following references.

1. The Mexican-American and the U.S. pp. 11-29.

2. South by Southwest. pp. 25-67, 92-111.

3. The material in the study guide.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit read any of the following references:

Zapata and the Mexican Revolution. J. Womac.

A Documentary History of Mexican-Americans. W. Moquin. pp. 1-328.

Out from Under. J. Atwater.

The Arizona Pageant. Paré. pp. 31-64.

Indians. American Heritage. pp. 79-88, 98-101.

A Short History of Mexico. J. McHenry.

The Conquest by New Spain. B. Diaz.

Cortes and the Aztec Conquest. Horizon.

North from Mexico. C. McWilliams.

Glory, God and Gold. P. Wellman. pp. 3-118, 175-178.

Land of Many Frontiers. O. Faulk. 5-137.

The Southwest Old and New. W. Hollon. 44-85, 107-174.

The Mexicans. V. Alba. pp. 37-203.

The Heroic Triad. P. Horgan. pp. 83-154.

Viva Juarez. A. Smart.

Juarez, Hero of Mexico. N. Baker.

V. REQUIRED ACTIVITIES. Using the reading material, complete each of the following activities.

1. Questions. Answer the following questions in writing in your own words.

    1. List 3 constructive contributions the Spaniards made during the colonization period.

    2. Describe life in Texas in the early 1800's. Include comments about occupations, discriminations, historical events, etc.

    3. List two reasons Mexicans wanted to revolt against Diaz.

    4. Who was Joaquin Murieta? Why was he important?

2. Choose at least 2 of the following activities:

    1. Prepare an oral report on one of the following topics and present your report to the class. You may get suggestions for references to help you prepare your report from the teacher.

        a. The settlement of California by the Spanish.

        b. The relationship between the Spanish and the Indians of the Southwest.

        c. The importance of the Catholic Church in the settlement of the Southwest by the Spaniards.

        d. Estaban the Black explorer.

e. The legend of the Seven Cities of Gold and the Spanish quest to find them.

f. Cabeza de Vaca and his encounter with the Indians of the Southwest.

g. Occupations of New Spain.

2. Write an essay on the effect which Spanish colonizations had on the development of either: 1 pride in the heritage of all Mexican-Americans or 2. reasons for the growing attitude against suppression of civil rights of Mexican-Americans (that is, was Spanish colonization handled in such a way that natives were encouraged or suppressed in any efforts for liberty and equality under Spanish rule?) Use ideas and examples to support your ideas. Your finished paper should be a well-written, well-organized paper of about 2 pages.

3. Find a magazine article on the history of Mexico or the Southwest during this period of time and read it. Turn in an abstract (short summary) of the article and include the name of the article, name of the magazine, volume number, date and pages on which the article appears.

4. Do a research paper on the Texas revolution. In your paper cover the causes, and methods used by Texans to obtain independence from Mexico. You might even try to cover the part played by Mexican-Americans in the revolution. (Bibliography, footnotes, etc. -- 4-5 pp.)

5. Do a research paper on a comparison of Mexican revolutionaries such as Zapata, Villa, etc. and American revolutionaries such as Sam Adams, Patrick Henry, etc. (Bibliography, footnotes, etc. -- 4-5 pp.)

6. Write an essay on the importance of the Mexican revolution to the history of Mexico. Your finished product should be a well-written, well-organized, paper which used specific examples to back your opinions. (1 1/2 - 2 pages.)

3. Choose at least 1 of the following activities.

1. Draw a political cartoon on the good or bad points of the government of Diaz in Mexico. Please get a sheet on how to do political cartoons from the teacher before you start this assignment.

2. Do a political cartoon on the feelings toward Benito Juarez in Mexico. Please get a sheet on how to do political cartoons before you start.

3. Draw a political cartoon expressing the importance of Pancho Villa in the Mexican revolution.

4. Draw a political cartoon expressing your opinion as a Mexican revolutionary about the land reform proposals.

5. Write an editorial on the importance of the ideas presented in the Constitution of 1917.

6. Write a paper (1-2 pp) on the attitudes held by Mexican-Americans toward new arrivals from Mexico in the 1920's.

VI. EXTRA ACTIVITIES. For suggestions for extra activities, please see the teacher.

Two Novels of Mexico. M. Azuela.

Death Comes for the Archbishop. W. Cather.

The Last Emperor. B. And J. Young

The Time of the Gringo. E. Arnold.

The Tilted Sombrero. E. Lampman.

Mission in Mexico. J.R. Williams.

The following material deleted: Joaquin Murieta

By Walt Anderson

The following material has been deleted: The Saga Of Snuff

By Aram Bakshian, Jr.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

COURSE TITLE: SOUTHWEST HISTORY

PACKAGE TITLE: THE MEXICAN-AMERICAN IV

BY

JUDY HOFFMAN

THE MEXICAN-AMERICAN VI. Mexican-Americans Begin to be Heard.

I. PROBLEM. It has been during this century that most Mexican-Americans have come to the United States. Only after about 1930, though, have Mexican-Americans begun to organize to achieve equality in jobs, education, housing and other civil rights. Many injustices were thrust upon Mexican-Americans during this period. When the ruling majority feels threatened its members often resort to tactics, which might seem unfair to an impartial witness, in order to preserve their power. Thus many American citizens were unlawfully deported back to Mexico during the 1930's.

What did Mexican-Americans do for themselves to stop these injustices. How did World War II affect the attitudes toward Mexican-Americans? What effect has the relationship between Mexico and the United States had on the attitude toward Mexican-Americans, or visa versa?

II. Specific Objectives. When you complete this unit, you will be able to:

1. Explain in writing the types of injustices experienced by Mexican-Americans.

2. Explain in writing how Mexican-Americans began to organize to improve their civil rights and give examples in writing of 1 organization formed before 1945 for this purpose.

3. Explain in writing what types of occupations were open to Mexican-Americans during this period of time (up to 1945) and describe in writing the effect of the Depression on job opportunities for Mexican-Americans.

III. Required Reading Material.

1. <u>The Mexican-American and the U.S.</u> pp. 30-42

2. <u>South by Southwest</u>. pp. 112-117.

3. <u>The Chicanos: Mexican American Voices</u> pp. 25-82.

IV. Extra Reading Material. For a deeper understanding of the material covered in this unit, read any of the following references. Take notes to be handed in for extra credit.

<u>La Raza</u> S. Steiner

<u>North From Mexico</u>. C. McWilliams. pp. 167-274.

<u>Barrio Boy</u> E. Galaraza

The Mexican-Americans: An Awakening Minority. M. Servin. pp. 29-54, 54-67, 69-88, 88-97, 99-105, 105-115, 116-124, 124-142.

Los Mojados. Samora.

The Chicano pp. 115-156.

A Documentary History of Mexican-Americans pp. 329-388

V. Required Activitiss. Complete each of the following activities.

1. Using the reading material, answer the following questions in writing in you own words.

    1. How did World War II help the cause of the Mexican-American?
    2. What organizations were started during this period of time to help the Mexican-Americans in the United States? Were any of them effective?
    3. Around which parts of people's lives have efforts to help Mexican-Americans centered? Explain.

2. Choose 2 of the following activities. Get a sheet on political cartoons first.

    1. Draw a political cartoon on the subject of wetbacks. You may take either the side of the Mexican-American or the side of the United States in your interpretation of the term.

    2. Draw a political cartoon on the subject of the part played by Mexican-Americans in World War II.

    3. Draw a political cartoon about deportations of Mexican-Americans.

    4. Draw a political cartoon showing the reasons many people in the U.S. at first wanted many Mexican-Americans to migrate to the U.S.

3. Choose 2 of the following activities.

    1. Pretend you are a reporter for the L.A. Times. Write an editorial on illegal entry to the U.S. by Mexican-Americans.

    2. Pretend you are a Mexican-American trying to cross the border into the U.S. illegally. Describe your reasons and experiences as you make your move.

Use your imagination as you give facts about your background, activities and goals.

3. Prepare a debate (4 students only) on immigration problems in the U.S. during the first half of the 20th century. Two people should take the side that unlimited immigration should be allowed (for Mexican-American immigration) and 2 should take the side that it is bad for the U.S. (and in what way?) for unlimited immigration to be allowed.

4. Write a well-organized paper comparing discrimination against Mexican-Americans during the 1930's with discrimination against Japanese-Americans during World War II. Support your ideas with specific examples. Use The Other Americans. K. Wright.

4. Test.

VI. Extra Activities.

1. Read one of the following books and fill out a critique form.

   Across the Tracks. B. and J. Young

   Good-Bye Amigos. B. and J. Young

   You Can't Get There By Bus.

   Poncho. J.A. Villarreal.

2. La Raza filmstrip

3. See the teacher for additional possibilities for extra activities.

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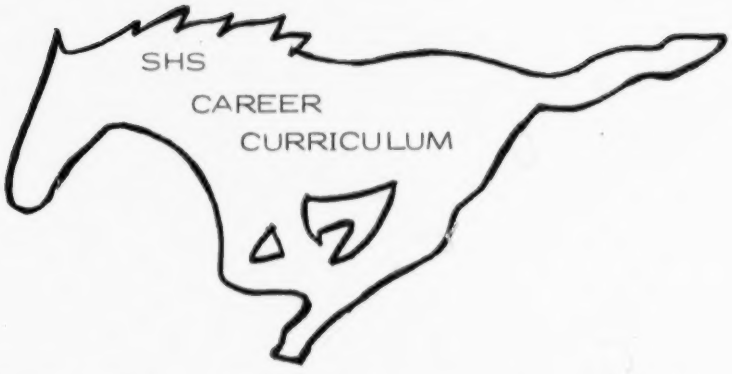
CURRICULUM

PROJECT



COURSE TITLE: AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: COWBOYS

BY

JUDY HOFFMAN

COWBOYS -- AMERICANS IN THE SOUTHWEST

I. PROBLEM

Much of the lore of the American West has to do with that hard to define character -- the cowboy. Ask any easterner and he will tell you the West is "full of cowboys and Indians." Every one carries a gun and herds cattle. In another unit you will have a chance to study the agriculture -- both ranching and farming -- of the Southwest. But in this unit you should concern yourself with the cowboy -- the man and the legend. What was he really like? How did stories begin to develop about him and why? What were some of these stories? What place did he have in the history of the Southwest?

Not only stories, but a whole realm of music has been developed around the cowboy. What are these songs like? Do they realistically represent the cowboy?

II. SPECIFIC OBJECTIVES

Upon completion of this unit, you will be able to:

1. Explain orally to the teacher the importance of the cowboy to the American Southwest.

2. Explain in writing at least 2 hazards which were waiting for the cowboy in the performance of his duties.

3. Give in writing at least 2 specific contributions of the cowboy to the culture of America and the Southwest.

4. Describe in writing at least one specific job of a cowboy (such as trail boss, range boss, drag rider, etc.)

5. Compare the cowboy -- myth and reality.

III. READING MATERIAL

1. Read the material on the cowboy in the Study Guide.

2. Read any 20 pages from references in the following books. Take notes and hand them in to be checked by the teacher.

Cowboys and Cattle Country. American Heritage.

Prospector, Cowhand and Sodbuster. R. Rerris. pp. 40-63.

American Cattle Trails. M. Place. pp. 32-142.

Pony Tracks. F. Remington. 53-82.

Pecos Bill. H. Felton.

New Tall Tales of Pecos Bill. H. Felton.

The Adventures of the Negro Cowboys. P. Burham.

Cowboy. R. Santee

The Humor of the American Cowboy. Hoig.

The American Cowboy, The Myth and the Reality. J. Frantz and J. Choate, Jr.

Come and Get It. R. Adams.

IV. REQUIRED ACTIVITIES

Complete each of the following activities.

1. Using the reading material, find the answers to the following questions and write them down in your own words:

    1. Describe a typical cowboy. Include facts about his clothing, appearance and personality.

    2. What were some of the tools of the cowboys' trade?

    3. Describe the duties involved in any two jobs a cowboy might have.

2. Write an essay explaining the importance of the cowboy to the American Southwest. Your finished essay should be a well-written, well-organized paper in which your opinions are supported by facts from the reading you have done.

3. Watch the filmstrip on Cowboy Songs. Write a paragraph on what you learned about the life of a cowboy from the songs.

4. Choose 2 of the following activities.

    1. Imagine you are a trail boss on a long cattle drive. Write one (or more) entry to a diary in which you describe the tasks, experiences and frustrations which you encounter. Your finished diary should be at least one page long.

    2. Interview someone who works or has worked on a ranch. Ask him about his tasks and write a 1 page paper on the difference between the cowboy of the 1800's and the cowboy of today. If you

wish you may use magazine articles from the library to find information about the cowboy of today also.

3. Locate the books on Cowboy songs in the library. Using these sources write a paper on the music of the cowboy. Explain about what the songs were written and why you think they were (and are) so popular.

4. Draw an original picture of a cowboy involved in a typical activity. This activity is for those of you who enjoy art-oriented activities, not for those of you who are looking for an easy activity. Sloppy, carelessly done pictures will not be accepted.

5. Watch any of the TV shows or movies about cowboys. Compare in writing the difference between the cowboy as he is presented on TV and the real cowboy. Your comparison should be supported by facts and examples and should be at least 1 page long.

6. Conduct a sing-in of cowboy songs in class. Give the background of the songs you use also.

V. EXTRA ACTIVITIES

If you wish to do an extra activity please see the teacher. This unit would be an excellant time to read a novel!

Magazine articles on today's cowboy

<u>Shane</u>

Comparison of myth and real cowboy either by a research paper or by reading one book on each side.

"The Long Drive" -- get it from the teacher.

The following material has been deleted: No Place for Weaklings. The Cattle. Long Drive by Perry Case.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: MEDICINE

BY

JUDY HOFFMAN

AMERICANS IN THE SOUTHWEST -- MEDICINE

I. PROBLEM. "Take your sinuses to Arizona" is a nationally televised advertisement for Dristan. How many of you think that the West is a healthful place to live? The history of the West as a "health frontier" is a long one. The western traveler slowly spread experiences and reports to the rest of the nation. Texas had an early reputation as a healthful place. "Knowledge of climatic advantages and of the experiences of restored coughers was easily noticeable within the texts of material describing the new nation (Texas)."[1] As time passed many people began to travel to the Southwest because of its growing reputation as a place of refuge from disease. People even joined the army to move Southwest and fight the Mexican War for reasons of health. These people in turn spread more reports. For instance, "Captain George W. Hughes, topographical engineer with the Arkansas volunteers, recorded that San Antonio was a 'healthy and beautiful town,' that the vicinity around it also was 'said to be very healthy,' and that there was 'apparently no cause for disease.'"[2]

However, when tested, much of the rumor failed to hold up under pressure. Mining camps were far from healthy. They were often too damp, and it was impossible to get proper food or shelter. These conditions were largely found in the Northwest so the Southwest retained its reputation as an aid to the cure of diseases. Nonetheless, people who helped spread the rumor probably ignored numerous "casually reported deaths."

Another important aspect of medicine in the West is the frontier doctor. In studying frontier medicine one becomes aware of how inventive frontier doctors had to be and of how little they knew in relation to what doctors today know. "The germ theory was only sketchily understood by a few medical leaders, although most doctors were at least disposed to the use of soap and water. There were no tablets, no pills, and no fluid extracts. There were no hypodermics, and a doctor rubbed a quantity of morphine or opium into a scratch in the skin to relax his patient."[3] Doctors in the old Southwest had to work under all kinds of conditions on all kinds of injuries.

With so many doctors, so little equipment, such primitive medical knowledge why was the West known as such a healthful place? And what kinds of problems did doctors run into in the West? What kind of man was the fronteir doctor? How do the men, knowledge and equipment of the medical profession of the old West compare with the men, knowledge and equipment of the medical profession today?

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1. B. Jones. Health-Seekers in the Southwest, 1817-1900. (University of Oklahoma Press, Norman), 1967. p. 70.
2. ibid., pp. 79-80.
3. R. Dunlop. Doctors of the American Frontier. (Doubleday & Company, Inc., Garden City), 1962. p. 3.

II. Specific Objectives

When you complete this unit you will be able to:

1. Describe in writing the various tools and techniques used by the frontier doctor.

2. Compare orally the tools and techniques of the frontier doctor with the doctor of today.

3. Explain in writing why the Southwest has a reputation for being a healthful place to live and how this reputation has developed.

4. Express orally an appreciation for the inventiveness of the frontier physician and for the advances made in medicine in the present century.

III. Required reading

1. Read the material included in the Study Guide.

2. Read one of the following assignments. Take notes to be handed in.

   a. one of the magazine articles on the teacher's desk on early medicine.

   b. at least 30 pages from one of the following references:

      Doctors of the American Frontier. R. Dunlop

      Health Seekers in the Southwest, 1817-1900. B. Jones

      The Horse and Buggy Doctor. Hertzler

IV. Required Activities

Complete each of the following activities:

1. Answer the following questions in writing.

   1. Describe the typical frontier physician. Include facts about his equipment and personality and dedication.

   2. What were some techniques used by the frontier physician? What were some examples of cases he had to treat?

2. Write an editorial for the Yuma Herald about the importance of the frontier doctors. Use examples and ideas from the reading you have done and your imagination to make your article as realistic as possible.

3. Choose 2 of the following activities.

   1. Prepare an attractive advertising brochure on all the latest medical equipment and drugs available to doctors in the 1800's. Use pictures you can find at home or draw pictures from books in the room.

   2. Read 2 magazine articles on medical techniques today and using the information from the articles and reading material in the Study Guide, write a 1-2 page paper comparing modern medical techniques with those of the 1800's.

   3. Prepare an oral report to be given to the class on one of the following topics.

      a. The reasons for the healthful reputation of the Southwest. Use examples and pictures gathered from magazine articles about the climate of the Southwest.

      b. Other healthful places in the world such as Lourdes, France, which have a history and reputation as places which can cure diseases. Check the Reader's Guide to Periodical Literature.

   4. Take the post-test on medicine.

V. Extra Activities

Complete any of the following activities.

1. Interview a doctor or a nurse about modern techniques used on diseases which where killers in the 1800's such as cholera, tuberculosis, typhoid fever, etc. Before you conduct your interview prepare a list of questions and topics you want to discuss and show them to the teacher. After the interview, write up your findings in at least a one page paper in which you present your findings and reactions.

2. Read a book on any aspect of medicine or a biography of any person important in medical research. O.K. your choice with the teacher.

3. Check with the teacher for additional possible extra activities.

The following material has been deleted: Doctors of the Frontier

By George Groh

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: BUSINESS IN THE AMERICAN SOUTHWEST

BY

JUDY HOFFMAN

BUSINESS IN THE AMERICAN SOUTHWEST

I. PROBLEM. The 1800's was a time when many a fortune was made and lost on ventures ranging from mining to ranching. Banking, trading, railroading and the development of hotels, restaurants and saloons flourished in the new boom towns of the West. What kind of man gambled his time and money on the hopes of accumulating a fortune in the business world. What opportunities were open to an enterprising young man who wanted to be successful? How do business opportunities now compare with those of the 1800's? Was there more of an opportunity in the 1800's to become a successful businessman than there is not? Why or why not? What types of governmental controls were there on business and how did these which did exist compare with ones today?

II. Specific Objectives. When you complete this unit you will be able to:

1. Describe in writing some of the business opportunities which existed in the Southwest in the 1800's.

2. Compare in writing the character of business opportunities of the 1800's in the Southwest with the character of business opportunities today.

3. Explain some of the controls which existed and were created to apply to business in the 1800's and compare them with ones today.

III. Required Reading material.

1. The Arizona Pageant. pp. 183-186, 164-168, 140-151.

2. The mimeographed material in the Study Guide.

3. Read one of the following. Take notes to be handed in. Record the title of the book and the pages read.

   a. Any one chapter in Bankers and Cattlemen. G.M. Cressley

   b. "The Arizona Cattle Industry." J. Wilson. Arizona and the West. Volume 8, #4, Winter, 1966. pp. 339-348.

   c. "Meals by Fred Harvey." J. Henderson. Arizona and the West. Volume 8, #4, Winter, 1966. pp. 305-322.

   d. "Hotels of the Old West." R. van Orman. American History Illustrated. Volume III, #8, October, 1968.

   e. "Palaces on Wheels." I. Ross. American History Illustrated. Volume III. #7. November, 1968. pp. 32-35.

   f. Silver Kings. O. Lewis. Any one chapter.

g. The Saga of the Comstock Lode. G. Lyman. pp. 77-103 133-152. 205-214. 262-268.

h. The Company Town. J. Allen. Any one chapter from pp. 9-93.

i. Indian Traders. McNitt. Any one chapter.

j. Print in a Wild Land. J. Myers. Any one chapter.

k. The El Dorado Trail. F. Egan. 29-45.

l. America's Western Frontiers. J. Haywood. pp. 93-128.

m. My Sixty Years on the Plains. W. T. Hamilton. pp. 26-32, 145-152.

n. No More Than Five in a Bed. Any one chapter.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references and take notes to be ahnded in for extra credit.

Ralston's Ring. G. Lyman.

Bonanza Inn. Ol Lewis.

The Saga of the Comstock Lode. G. Lyman

Print in a Wild Land. J. Myers.

Indian Traders. McNitt.

Silver Kings. O. Lewis.

An Overland Journey. H. Greeley

Bankers and Cattlemen. G.M. Gressley.

The Big Four. O. Lewis.

V. Required Activities. Complete each of the following activities.

1. Answer the following questions in your own words in writing.

1. List 3 business opportunities open to settlers in the Southwest.
2. Why was ther more chance for a reasonable amount of success in business ventures on the frontier than in today's business world. Give any examples you can think of th support your ideas.

2. Choose 1 of the following activities.

1. Read the mimeographed material on "The Economic Impact of the Frontier." (obtain the article from the teacher) Write a short (1-2 page) essay on the development of a spirit of experimentation in frontier business and how this spirit affects all parts of our lives.

2. Read 2 magazine articles on one particular type of business of your choice. Write an abstract of each article including the title of the magazine, the title of the article, the author, the volume, date and pages on which the articles appear. Then, write a short (1/2-1 page) comparison of modern business ventures and frontier business ventures. Give specific examples.

3. Interview someone who runs his own business. Ask such questions as how he started his business, how he decided what type of business to go into, what problems or difficulties he encountered and what rewards he has gotten out of his business. Write up your interview in a 1-2 page paper in which you present your findings and reactions considering your readings on business in the frontier Southwest.

3. Choose 2 of the following activities.

1. Prepare an attractive, authentically done advertisment for a business which might have existed in the Southwest in the 1800's.

2. Pretend that you are touring the West. Write an excerpt from a journal of your experiences in which you comment on different businesses you would have run across in your travels.

3. Using the information from the article on saloons, write an essay on the difference between bars and saloons. You might also cover the difference between saloons as pictured in the article and saloons as pictured in movies and on T.V. (Extra research, from the library of course [magazine articles] might be necessary to complete this choice.)

4. Prepare an oral report on one of the following topics as they apply to the frontier Soutwest.

Hotels
Indian traders
Trappers
Bankers
Restaurants
The business of silver mining.

4. Take the test on this unit.

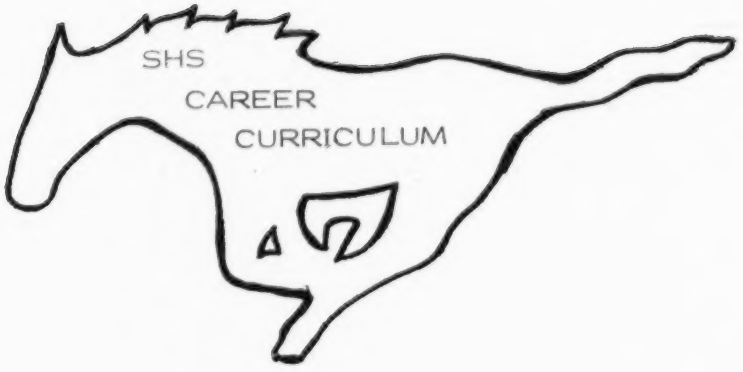
VI. For extra activities on this unit, please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: INDIANS IN THE SOUTHWEST

PACKAGE TITLE: ANCIENT INDIAN CULTURES

BY

JUDY HOFFMAN

ANCIENT INDIAN CULTURES

I. PROBLEM

Where did Indians come from? Have they always been in the Western Hemisphere or did they come from somewhere else? If so, where? How do we know about Indian cultures in the Southwest that no longer exist? Who are the ancestors of the present Indians in the Southwest and what was their life like? Why should we concern ourselves with Indian cultures which no longer exist?

II. SPECIFIC OBJECTIVES

At the completion of this unit, you will be able to:

1. Compare in writing and orally the major Indian cultural groups in Arizona. This comparison would cover the origin of each and at least 2 aspects in the lives of the Indians in these major cultural groups.

2. Locate the major Indian cultural groups on a map of Arizona.

3. Explain in writing and orally about at least 2 ways we learn about Indian cultures which no longer exist.

4. Explain in writing and orally why we study cultures which no longer exist.

III. REQUIRED READING MATERIAL

Read each of the following references:

1. Chapter 2 Arizona Pageant

2. The material in the study guide.

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following sources:

Early Man in the New World. K. MacGowan

Prehistoric Indians of the Southwest. H.M. Wormington

An Introduction to the Study of Southwestern Archaeology. Kidder

Americans Before Columbus. E.C. Baitz

V. REQUIRED ACTIVITIES.

Complete each of the following activities.

1. Answer the following questions in your own words in writing and hand them in to be checked by the teacher.

    1. List the major Indian cultural groups in Arizona.

    2. How did the geography (climate, vegetation, etc.) of the Southwest influence the way of life for the Indians of the Southwest?

    3. What is the accepted origin of Indians in the Western Hemisphere? (Were Indians always in the Western Hemisphere, and if not where did they come from and how did they get here?)

2. Pretend you are a reporter for the Arizona Daily Star. Write a newspaper article in your own words at least 1/2 page long describing a "new find" in Southwestern archaeology. Be sure to include an explanation of the importance of this "find". Make your article as realistic as possible.

3. Choose at least two of the following activities and get the approval of the teacher on the one you choose.

    1. Prepare a finished, neat, well-laid-out travel brochure advertising the advantages of 1 of the ancient Indian cultures.

    2. Put the Indian tribes of Arizona on an attractive map of Arizona you get from the teacher. The finished map should be correct and neat.

    3. Read in library sources about one ancient Indian culture. Take notes and record sources and page numbers to be checked by the teacher.

    4. Prepare an attractive brochure showing illustrations of artifacts of early Indian cultures of the Southwest.

    5. Pretend you are on an archaeological expedition in the Southwest. Write an entry to a diary 1 1/2 pages long explaining important finds, techniques and experiences on your expedition.

4. Participate in class discussions.

VI. EXTRA ACTIVITIES

If you wish to do extra activities having to do with ancient Indian cultures please see the teacher for suggestions.

ANCIENT CULTURES

THE COCHISE PEOPLE

The Cochise people were given their name by archaeologists because evidence of their existence was found in Cochise County. These earliest people of Arizona were ancestors of the Mogollon people. They followed the mammoth hunters with records extending over eight thousand years. With the disappearance of big game, the Cochise became more dependent on plant food. Their stones for grinding the plant foods were similar to the mano and metate used by later Indians. Around 2,000 B.C. the Cochise started growing a maize of primitive corn acquired from the people of Mexico. About the same time that maize was introduced in Arizona, squash and beans appeared. Two thousand years ago, agriculture was well-established in Arizona. The ability to control the growing of food was the beginning in the Southwest of man's ability to control his environment. From this point, archaeologists begin associating the Indian tribes of Arizona with the three physical divisions of the state. These divisions are: the desert, the mountains, and the plateau region. These zones developed three different cultures or tribal groups; namely the Hohokam people of the desert, the Mogollon of the mountains, and the Anasazi of the plateau regions. The food production was of course closely associated in all three areas with the Indian's biggest problem--water.

THE ANASAZI CULTURE

Anasazi is a Navajo word meaning "Ancient Ones" and applies to the prehistoric inhabitants of the plateau areas of the Southwest. The first period of development is known as the Basketmaker Era and ended around 700 A.D. It is impossible at the present time to give the beginning date of the Basketmaker Era but it is thought that these people were in Arizona well before the birth of Christ. The study of tree rings called dendrochronology, provides us with information back to 217 A.D. The study relates the individual annual growth rings of trees to the climatic conditions of a given year. This science was founded by Dr. Andrew Ellicott Douglass, who, before his death in 1962, was associated with the University of Arizona. Since most of the known ruins are in the Anasazi culture, more study has been made of this group than that of the Hohokam or the Mogollon Indians. Many Basketmaker remains are found along cliff faces in shelters worn in the rock by the action of water and wind. Due to the arid plateau climate and the protection of the shelters, the bodies were mummufied. Offerings found with the bodies are: baskets, food, weapons, and always a pair of unworn sandals. The type of articles lead us to conclude that the Anasazi believed in a life after death. These ancient people had no metal, no pottery, no cotton or wool and no work animals. They provided a base for the later high culture by utilizing wood,

bone, stone, plant fibers and their own hair. The appearance of the Anasazi was similar to present-day Indians but little is known of the type of clothing worn. Aprons made of yucca or cedar fiber possible served as skirts. Blankets of fur, found around the dead, probably were used by the living. Because basketry was rough, the yucca sandal was the major item of clothing for the Basketmaker. The sandal-shod Anasazis traveled great distances to obtain shells which they used for ornaments. The shells were olivella or abalone which came from the Pacific Coast. Hair ornaments and necklaces, other than shell, consisted of bone, feathers, beads, stone, seeds and acorn cups. The caves or shelters contained cists which provided storage space for corn and was often a final resting place for the dead. Corn was of small, tropical variety and was cultivated by digging sticks having a rounded point and measuring 45 or more inches in length. Several kernels of corn were placed in a hill at a depth of one foot. Squash plants provided food as well as vessels and other foods included roots, bulbs, sunflower seeds, pinyon nuts, corns, berries, choke berries, yucca and cactus fruit. Small animals consumed by the Anasazis included: rabbits, prairie dogs, gophers, badgers, field mice and birds while large animals used for food included deer, mountain sheep and mountain lions. The animal skins were used for clothing. These animals were caught by snares and the atlatl (spear). Although the early Basketmakers did not use the bow and arrow there is evidence that they had contact with people who did. The most distinctive feature of these people was the baskets they made. The carrying and water baskets were shaped to be carried comfortably on the back. Some of the baskets were approximately two feet high and held two or three gallons of water. The later period, called the Modified Basketmaker Period, saw a more settled life and the establishment of communities. This period is estimated to have started around 475 A.D. and ended around 700 A.D. True pottery making was an important development of the Modified Basketmakers. It was light to medium gray, painted with a mixture of boiled plant juice, possibly the bee weed. Pottery did not replace basketry. With the later period of the Basketmakers came several types of corn, cultivation of beans, beginning of village life, firing of pottery, and the use of the bow and arrow. The second period of Anasazi culture is known as the Pueblo Period. Pueblo is a Spanish word meaning a group of people, or, a village. The general dates covering this period are from 700 to 1100 A.D. The outstanding change to surface structures. Walls at first were made of poles and adobe but later were made of masonry. Large many-roomed structures became more common. In the earliest structures the rooms were not connected, but later ones were. An example of the evolution from pit houses to ceremonial buildings is found near Allantown in western Arizona. This period covers the years 814 to approximately 1014 A.D. Unit houses are referred to as clan houses, closely associated with the family social organization. A clan is a group of individuals descended from the same female ancestor. Pottery improved (black on white and corrugated),

axes and hoes came into use, and cotton was grown and woven into fabrics. All of the above developments started what is called the "Golden Age" of the Anasazi. This next great period or "Golden Age" is dated from around 1050 A.D. until the end of the 13th century. During the Golden Age Anasazi culture reached its highest development. Houses reached up to five stories in height. Some were built in the open and others in natural caverns or cliffs. An example of the range of architecture is found around Kayenta, Arizona, where both cliff houses and pueblos are found in the open. Two of the largest cliff dwellings are Keet Seel and Betatakin. In the Hopi country, good sized pueblos were constructed and at Kinishba in the vicinity of Fort Apache, Arizona, there are three pueblos. Two of the pueblos have been excavated. Pottery became fine and elaborately decorated. Black-on-white pottery predominated but there were some black-on-red and some black bowls with red interiors. In the Kayenta district, polychrome pottery was made. Black-on-orange pottery was made along the Little Colorado River. Hand-woven cotton cloth was elaborate and ornaments were widely used, utilizing turquoise, mosaics, beads and pendants. A democratic form of government is thought to have prevailed. In the last part of the 13th century a great dry period occurred in the Southwest. With the drought and possible raids or warriors from other tribes, the Pueblos concentrated in the central part of the plateau. The period that followed the "Golden Age" was unsettled and the people moved about more. Corrugated pottery started to disappear and there began a general decline of culture among the Anasazi. Had the Pueblos been left to their own devices after 1540 (the arrival of the Spaniards), their culture may have reached a new peak. Even with the written records available, during this period, the Pueblo Indians kept their own ideas. Until 1700, their culture was still considered prehistoric. In the Hopi area the houses became larger, covering as much as an acre of ground, (later as much as 10 or 12 acres). These houses were sometimes constructed in long rows with a plaza between. The Kivas were rectangular and held loom blocks designed for assisting with weaving. Since the men of the the Kivas, we know that the Hopi men then, as today, did the weaving. From 1400 to 1625 the Hopis produced pottery. It was a polychrome ware with geometric and life-form designs applied in red and black paint on a yellow background. From 1540, when the Europeans entered the Southwest, there was a continuous clash with the Indians. In most cases the colonists and missionaries felt that the Indians were subjects. There were many abuses and there was much exploitation. There was a great effort to break down the native government and also an attempt to destroy the native religion in order to make converts. The Indians had no immunity against the white man's diseases and, unfortunately, the Spanish brought these with them. Other tribes became a real plague to the Pueblos. The Utes, Comanches, Navajos and Apaches swept over the Southwest destroying, killing, and stealing Spanish horses. In 1642 the Pueblo Indians revolted against the Spaniards without success. Some Indians refused

to accept Spanish rule and retired to the more inaccessible country. The Hopis were never conquered again. Since 1540 the Pueblo Indians have been subjected to foreign cultures. Some of the cultures have been accepted but in many ways the Indians still live as did their ancestors. The Pueblos of New Mexico are considered to be Christians, each village having its own chapel. However, there also are kivas and in many places the old gods are worshipped. The Hopis of Arizona never have been permanently converted to Christianity, although nominally their "cousins" at Zuni Acoma and other New Mexico pueblos are "Christian" Indians.

THE HOHOKAM CIVILIZATION

Twenty thousand years ago, a significant change took place in the Valley. Mild climate conditions replaced the once intense host of earlier ages. It was now possible for man to live in the area. It is believed the first people, often referred to as the "mystery people", migrated here from Siberia. Their first civilization began in Asia. As the continents of North America and Asia were once much more closely located, some of the "mystery people" crossed the Vering Strait and proceeded down into this Valley. The date which they arrived here is, of course, a guess on anyone's part. It has been stated that this civilization could have begun as early as 1,000 B.C., or the more generally accepted, 1 A.D. This group was named Hohokam, which is a Pima Indian word. They are thought to be the forefathers of the Pima, and as the Hohokam group left the valley, it is disputed as to how the Pima could be their descendants.

The greatest contribution of this tribe is the digging of the first irrigation system. We of the Salt River Valley feel as though we were the pioneers of a successful irrigation system. The Pueblo Grande ruins, located in Phoenix and surrounding area, prove this theory incorrect. It has been estimated that over 125 miles of canals were dug between 1 A.D. and 1400 by the Hohokam. The amount of canals has been located in the area. The Gila River is where the first canal system began. In fact, many of our own canals of today follow the pattern of those dug by the Hohokam. Most remarkable of the canals is the fact they were dug with very crude tools such as: the stone hoe, digging stick, and by hand. Deposits were carried away in baskets. The Indian ran into rock and mud or hard clay, which had to be removed with their implements. Very hard to comprehend is that some of the canals were 15 feet wide on the top and 18 feet in depth. Due to greater rainfall, their canals were not as large as are required today for similar areas. In the center of the ends of the canal, pieces of slate, 3 feet X 4 feet were hammered into the ground. The purpose of this was to show the end of the canal. They were scratched and channeled. These are believed to be monuments telling the water where to end. A psychological effect on the water was believed to take place. Water was diverted into these canals by brush and posts, as the Salt River was not too wide or overflowing a stream. The greatest task, removal of dense forest of hardwood trees, had to take place before digging of the canals could even begin. The Southern and Northern canals, dug by the Hohokam and partially used by us today have been exonerated and found to be well engineered. They were even lined to save water seepage.

The reasons the canals were dug was so water could be carried to the Indian farm lands. They were able to reclaim approximately 25,000 acres of valley land, which with irrigation, made farming a great success. The valley lands and planted terraces produced harvests of corn, squash, beans, cotton and tobacco. The Gila River offered them flood terraces which were irrigated twice a year. Later the flood terraces became insufficient for their needs and they learned to bring water up to the level by means of ditches.

Another interesting feature of this Indian tribe was their homes. The Hohokam lived in what we call a pit house, which was built underground, similar to the fall-out shelters of today. The entrance to the pit house was located at the top and a ladder was used to enter. The entrance had another purpose, to emit smoke from cooking and heating. It is estimated that there may have been about 22 villages. We do not know how often homes were rebuilt as families moved, so this figure could be completely false. Some villages and graineries have been located around the Pueblo Grande Museum. There is no trace of what type of furniture was used, as these would have decayed, if there were any at all.

As the years progressed, the Hohokam began building mud huts atop the ground for dwellings. The reason for this is because the underground home became unsafe due to flash floods, which would drown the inhabitants. Another reason for change of dwellings was the Apache and other warring tribes that were becoming more and more dangerous; the home above ground proved a better fortress. Food was also found to keep better above ground, because the moisture underground caused grain and food to spoil.

Pottery and weaving were the main crafts of this Indian tribe. Their pottery was baked mud with crude artistic design. Some of their pottery was stone, which was probably filled with animal fat and used as a lamp and also in the preparation of food. The pottery is distinctive because of the red-on-buff color and free hand design. Sea shells have been found in their dwellings. It is because of this that we believe trading was done with west coast tribes. The shells were used as part of their ornamentation, as well as rocks which were strung together. By 600 A.D., they were approaching the perfection of their artistic abilities. Weaving was done because of the access to great amounts of cotton. Pieces of woven material have been found to prove this. The Hohokam made their instruments such as arrows, knives and small hand-thrown spears from rocks. Axes and hammers were used to fell lumber, chop logs and build homes.

Social life among this tribe was fairly limited. The Hohokam probably held dances and provided ceremonies as a large part of their entertainment and religion. Paint pigments were used on their bodies and faces. These paints were made from slate pallette. Burials, especially cremation of the body, were done ninety per cent of the time, but in later stages of their occupation, inhumation or entire burial of the body was employed.

Hunting game such as rabbit, fox, gopher, kangaroo rats, turkey, deer and antelope, provided the protein in their diet,--clothing, and a form of recreation. Another passtime which was vital was the picking of wild plants such as pinon nuts, cattail, sage brush, sunflower, willow and the fruit of saguaro, cholla, prickley pear, barrel cactus and numerous others. The dog was the only domesticated animal noted at this time.

Many reasons are given for the disappearance of the Hohokam from the valley. About a century before the arrival of Columbus, the Indian tribe vanished from this area. One reason given is that a drought about 1200 A.D. caused them to migrate. Another reason given is that inability to control the moods of water resulted in

their downfall, as their crops and all cultivation were destroyed around 1250 A.D. We know that in 1918, 80,000 acres of land in this valley were water logged. From this fact, we have arrived at previous conclusions. To this day it is not known where the Hohokam migrated to, or if the entire population was wi[illegible]t.

The following material has been deleted: Is Geronimo Alive and Well In The South Vietnamese Central Highlands?

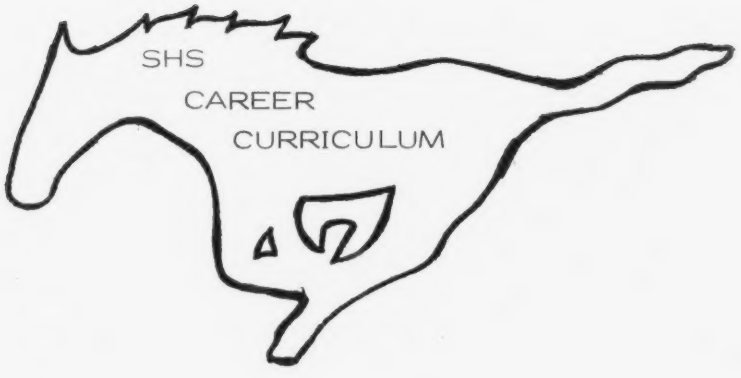
By Don Dedera

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: INDIANS IN THE SOUTHWEST

PACKAGE TITLE: ANCIENT INDIAN CULTURES

BY

JUDY HOFFMAN

ANCIENT INDIAN CULTURES

I. PROBLEM

Where did Indians come from? Have they always been in the Western Hemisphere or did they come from somewhere else? If so, where? How do we know about Indian cultures in the Southwest that no longer exist? Who are the ancestors of the present Indians in the Southwest and what was their life like? Why should we concern ourselves with Indian cultures which no longer exist?

II. SPECIFIC OBJECTIVES

At the completion of this unit, you will be able to:

1. Compare in writing and orally the major Indian cultural groups in Arizona. This comparison would cover the origin of each and at least 2 aspects in the lives of the Indians in these major cultural groups.

2. Locate the major Indian cultural groups on a map of Arizona.

3. Explain in writing and orally about at least 2 ways we learn about Indian cultures which no longer exist.

4. Explain in writing and orally why we study cultures which no longer exist.

III. REQUIRED READING MATERIAL

Read each of the following references:

1. Chapter 2 Arizona Pageant

2. The material in the study guide.

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following sources:

Early Man in the New World. K. MacGowan

Prehistoric Indians of the Southwest. H.M. Wormington

An Introduction to the Study of Southwestern Archaeology. Kidder

Americans Before Columbus. E.C. Baitz

V. REQUIRED ACTIVITIES.

Complete each of the following activities.

1. Answer the following questions in your own words in writing and hand them in to be checked by the teacher.

    1. List the major Indian cultural groups in Arizona.

    2. How did the geography (climate, vegetation, etc.) of the Southwest influence the way of life for the Indians of the Southwest?

    3. What is the accepted origin of Indians in the Western Hemisphere? (Were Indians always in the Western Hemisphere, and if not where did they come from and how did they get here?)

2. Pretend you are a reporter for the Arizona Daily Star. Write a newspaper article in your own words at least 1/2 page long describing a "new find" in Southwestern archaeology. Be sure to include an explanation of the importance of this "find". Make your article as realistic as possible.

3. Choose at least two of the following activities and get the approval of the teacher on the one you choose.

    1. Prepare a finished, neat, well-laid-out travel brochure advertising the advantages of 1 of the ancient Indian cultures.

    2. Put the Indian tribes of Arizona on an attractive map of Arizona you get from the teacher. The finished map should be correct and neat.

    3. Read in library sources about one ancient Indian culture. Take notes and record sources and page numbers to be checked by the teacher.

    4. Prepare an attractive brochure showing illustrations of artifacts of early Indian cultures of the Southwest.

    5. Pretend you are on an archaeological expedition in the Southwest. Write an entry to a diary 1 1/2 pages long explaining important finds, techniques and experiences on your expedition.

4. Participate in class discussions.

VI. EXTRA ACTIVITIES

If you wish to do extra activities having to do with ancient Indian cultures please see the teacher for suggestions.

ANCIENT CULTURES

THE COCHISE PEOPLE

The Cochise people were given their name by archaeologists because evidence of their existence was found in Cochise County. These earliest people of Arizona were ancestors of the Mogollon people. They followed the mammoth hunters with records extending over eight thousand years. With the disappearance of big game, the Cochise became more dependent on plant food. Their stones for grinding the plant foods were similar to the mano and metate used by later Indians. Around 2,000 B.C. the Cochise started growing a maize of primitive corn acquired from the people of Mexico. About the same time that maize was introduced in Arizona, squash and beans appeared. Two thousand years ago, agriculture was well-established in Arizona. The ability to control the growing of food was the beginning in the Southwest of man's ability to control his environment. From this point, archaeologists begin associating the Indian tribes of Arizona with the three physical divisions of the state. These divisions are: the desert, the mountains, and the plateau region. These zones developed three different cultures or tribal groups; namely the Hohokam people of the desert, the Mogollon of the mountains, and the Anasazi of the plateau regions. The food production was of course closely associated in all three areas with the Indian's biggest problem--water.

THE ANASAZI CULTURE

Anasazi is a Navajo word meaning "Ancient Ones" and applies to the prehistoric inhabitants of the plateau areas of the Southwest. The first period of development is known as the Basketmaker Era and ended around 700 A.D. It is impossible at the present time to give the beginning date of the Basketmaker Era but it is thought that these people were in Arizona well before the birth of Christ. The study of tree rings called dendrochronology, provides us with information back to 217 A.D. The study relates the individual annual growth rings of trees to the climatic conditions of a given year. This science was founded by Dr. Andrew Ellicott Douglass, who, before his death in 1962, was associated with the University of Arizona. Since most of the known ruins are in the Anasazi culture, more study has been made of this group than that of the Hohokam or the Mogollon Indians. Many Basketmaker remains are found along cliff faces in shelters worn in the rock by the action of water and wind. Due to the arid plateau climate and the protection of the shelters, the bodies were mummufied. Offerings found with the bodies are: baskets, food, weapons, and always a pair of unworn sandals. The type of articles lead us to conclude that the Anasazi believed in a life after death. These ancient people had no metal, no pottery, no cotton or wool and no work animals. They provided a base for the later high culture by utilizing wood,

bone, stone, plant fibers and their own hair. The appearance of the Anasazi was similar to present-day Indians but little is known of the type of clothing worn. Aprons made of yucca or cedar bark possible served as skirts. Blankets of fur, found around the dead, probably were used by the living. Because the country was rough, the yucca sandal was the major item of clothing for the Basketmaker. The sandal-shod Anasazis traveled great distances to obtain shells which they used for ornaments. The shells were olivella or abalone which came from the Pacific Coast. Hair ornaments and necklaces, other than shell, consisted of bone, feathers, beads, stone, seeds and acorn cups. The caves or shelters contained cists which provided storage space for corn and was often a final resting place for the dead. Corn was of small, tropical variety and was cultivated by digging sticks having a rounded point and measuring 45 or more inches in length. Several kernels of corn were placed in a hill at a depth of one foot. Squash plants provided food as well as vessels and other foods included roots, bulbs, sunflower seeds, pinyon nuts, corns, berries, choke berries, yucca and cactus fruit. Small animals consumed by the Anasazis included: rabbits, prairie dogs, gophers, badgers, field mice and birds while large animals used for food included deer, mountain sheep and mountain lions. The animal skins were used for clothing. These animals were caught by snares and the atlatl (spear). Although the early Basketmakers did not use the bow and arrow there is evidence that they had contact with people who did. The most distinctive feature of these people was the baskets they made. The carrying and water baskets were shaped to be carried comfortably on the back. Some of the baskets were approximately two feet high and held two or three gallons of water. The later period, called the Modified Basketmaker Period, saw a more settled life and the establishment of communities. This period is estimated to have started around 475 A.D. and ended around 700 A.D. True pottery making was an important development of the Modified Basketmakers. It was light to medium gray, painted with a mixture of boiled plant juice, possibly the bee weed. Pottery did not replace basketry. With the later period of the Basketmakers came several types of corn, cultivation of beans, beginning of village life, firing of pottery, and the use of the bow and arrow. The second period of Anasazi culture is known as the Pueblo Period. Pueblo is a Spanish word meaning a group of people living, a village. The general dates covering this period are from 700 to 1100 A.D. The outstanding change to surface structures. Walls at first were made of poles and adobe but later were made of masonry. Large many-roomed structures became more common. In the earliest structures the rooms were not connected, but later ones were. An example of the evolution from pit houses to ceremonial buildings is found near Allantown in eastern Arizona. This period covers the years 814 to approximately 1014 A.D. Unit houses are referred to as clan houses, closely associated with the family social organization. A clan is a group of individuals descended from the same female ancestor. Pottery improved (black on white and corrugated),

axes and hoes came into use, and cotton was grown and woven into fabrics. All of the above developments started what is called the "Golden Age" of the Anasazi. This next great period or "Golden Age" is dated from around 1050 A.D. until the end of the 13th century. During the Golden Age Anasazi culture reached its highest development. Houses reached up to five stories in height. Some were built in the open and others in natural caverns or cliffs. An example of the range of architecture is found around Kayenta, Arizona, where both cliff houses and pueblos are found in the open. Two of the largest cliff dwellings are Keet Seel and Betatakin. In the Hopi country, good sized pueblos were constructed and at Kinishba in the vicinity of Fort Apache, Arizona, there are three pueblos. Two of the pueblos have been excavated. Pottery became fine and elaborately decorated. Black-on-white pottery predominated but there were some black-on-red and some black bowls with red interiors. In the Kayenta district, polychrome pottery was made. Black-on-orange pottery was made along the Little Colorado River. Hand-woven cotton cloth was elaborate and ornaments were widely used, utilizing turquoise, mosaics, beads and pendants. A democratic form of government is thought to have prevailed. In the last part of the 13th century a great dry period occurred in the Southwest. With the drought and possible raids or warriors from other tribes, the Pueblos concentrated in the central part of the plateau. The period that followed the "Golden Age" was unsettled and the people moved about more. Corrugated pottery started to disappear and there began a general decline of culture among the Anasazi. Had the Pueblos been left to their own devices after 1540 (the arrival of the Spaniards), their culture may have reached a new peak. Even with the written records available, during this period, the Pueblo Indians kept their own ideas. Until 1700, their culture was still considered prehistoric. In the Hopi area the houses became larger, covering as much as an acre of ground, (later as much as 10 or 12 acres). These houses were sometimes constructed in long rows with a plaza between. The Kivas were rectangular and held loom blocks designed for assisting with weaving. Since the men of the the Kivas, we know that the Hopi men then, as today, did the weaving. From 1400 to 1625 the Hopis produced pottery. It was a polychrome ware with geometric and life-form designs applied in red and black paint on a yellow background. From 1540, when the Europeans entered the Southwest, there was a continuous clash with the Indians. In most cases the colonists and missionaries felt that the Indians were subjects. There were many abuses and there was much exploitation. There was a great effort to break down the native government and also an attempt to destroy the native religion in order to make converts. The Indians had no immunity against the white man's diseases and, unfortunately, the Spanish brought these with them. Other tribes became a real plague to the Pueblos. The Utes, Comanches, Navajos and Apaches swept over the Southwest destroying, killing, and stealing Spanish horses. In 1642 the Pueblo Indians revolted against the Spaniards without success. Some Indians refused

to accept Spanish rule and retired to the more inaccessible country. The Hopis were never conquered again. Since 1540 the Pueblo Indians have been subjected to foreign cultures. Some of the cultures have been accepted but in many ways the Indians still live as did their ancestors. The Pueblos of New Mexico are considered to be Christians, each village having its own chapel. However, there also are kivas and in many places the old gods are worshipped. The Hopis of Arizona never have been permanently converted to Christianity, although nominally their "cousins" at Zuni Acoma and other New Mexico pueblos are "Christian" Indians.

THE HOHOKAM CIVILIZATION

Twenty thousand years ago, a significant change took place in the Valley. Mild climate conditions replaced the once intense host of earlier ages. It was now possible for man to live in the area. It is believed the first people, often referred to as the "mystery people", migrated here from Siberia. Their first civilization began in Asia. As the continents of North America and Asia were once much more closely located, some of the "mystery people" crossed the Vering Strait and proceeded down into this Valley. The date which they arrived here is, of course, a guess on anyone's part. It has been stated that this civilization could have begun as early as 1,000 B.C., or the more generally accepted, 1 A.D. This group was named Hohokam, which is a Pima Indian word. They are thought to be the forefathers of the Pima, and as the Hohokam group left the valley, it is disputed as to how the Pima could be their descendants.

The greatest contribution of this tribe is the digging of the first irrigation system. We of the Salt River Valley feel as though we were the pioneers of a successful irrigation system. The Pueblo Grande ruins, located in Phoenix and surrounding area, prove this theory incorrect. It has been estimated that over 125 miles of canals were dug between 1 A.D. and 1400 by the Hohokam. The amount of canals has been located in the area. The Gila River is where the first canal system began. In fact, many of our own canals of today follow the pattern of those dug by the Hohokam. Most remarkable of the canals is the fact they were dug with very crude tools such as: the stone hoe, digging stick, and by hand. Deposits were carried away in baskets. The Indian ran into rock and mud or hard clay, which had to be removed with their implements. Very hard to comprehend is that some of the canals were 15 feet wide on the top and 18 feet in depth. Due to greater rainfall, their canals were not as large as are required today for similar areas. In the center of the ends of the canal, pieces of slate, 3 feet X 4 feet were hammered into the ground. The purpose of this was to show the end of the canal. They were scratched and channeled. These are believed to be monuments telling the water where to end. A psychological effect on the water was believed to take place. Water was diverted into these canals by brush and posts, as the Salt River was not too wide or overflowing a stream. The greatest task, removal of dense forest of hardwood trees, had to take place before digging of the canals could even begin. The Southern and Northern canals, dug by the Hohokam and partially used by us today have been exonerated and found to be well engineered. They were even lined to save water seepage.

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Pottery and weaving were the main crafts of this Indian tribe. Their pottery was baked mud with crude artistic design. Some of their pottery was stone, which was probably filled with animal fat and used as a lamp and also in the preparation of food. The pottery is distinctive because of the red-on-buff color and free hand design. Sea shells have been found in their dwellings. It is because of this that we believe trading was done with west coast tribes. The shells were used as part of their ornamentation, as well as rocks which were strung together. By 600 A.D., they were approaching the perfection of their artistic abilities. Weaving was done because of the access to great amounts of cotton. Pieces of woven material have been found to prove this. The Hohokam made their instruments such as arrows, knives and small hand-thrown spears from rocks. Axes and hammers were used to fell lumber, chop logs and build homes.

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their downfall, as their crops and all cultivation were destroyed around 1250 A.D. We know that in 1918, 80,000 acres of land in this valley were water logged. From this fact, we have arrived at previous conclusions. To this day it is not known where the Hohokam migrated to, or if the entire population was wiped out.

The following material has been deleted: The End of the Anasazi

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: INDIANS IN THE SOUTHWEST

PACKAGE TITLE: PUEBLO - HOPI - ZUNI
INDIAN GROUP

BY

JUDY HOFFMAN

PUEBLO - HOPI - ZUNI INDIAN GROUP

I. PROBLEM

The Pueblo Group of Indians, including the Hopi and Zuni, are among the most peaceful of all Western Indian tribes. Their religious beliefs influence every part of their way of life. But the Pueblos were not always peaceful. They fought the Spaniards with rocks and sticks to keep the foreigners away. When conquered, many warriors were punished by having their right hands cut off. The Pueblo Indians did co-exist peacefully with the missionaries for a while, but as the Spaniards tried to suppress their ancient religious beliefs the Pueblos grew more and more angry. Finally in 1680 they rose in revolt and through violence achieved a more tolerant attitude toward their religious practices. What are these beliefs that the Pueblos had which were so important to them? How did the introduction of Christianity affect these beliefs? Did the meeting of these two religious beliefs change either one? What religious practices do the Pueblo Indians have today?

How were the Pueblo, Hope and Zuni Indians affected by Americans? How did their lives change under the rule of the United States? The Pueblos have always been extremely dependent on nature. They respect and honor all things which are a part of nature. How did the American disregard of nature affect the Pueblo way of life? Were they able to make a living after industries harmed the environment as Americans moved West? How were the Indians and American attitudes toward nature different? Have the Indians and Americans had any effect on each other's attitudes?

What occupations are held by members of the Pueblo, Hopi and Zuni tribes today? Have members of these tribes left their reservations to join the white man's world? If they have, have they also abandoned their beliefs and attitudes in doing so?

II. SPECIFIC OBJECTIVES

When you finish this unit, you will be able to:

1. Identify in writing major religious beliefs and ceremonies of the Pueblo, Hopi and Zuni.

2. Explain in writing how the Pueblo, Hopi and Zuni made their living both in the past and present.

3. Describe in writing important events in the history of the Pueblo, Hopi and Zuni.

III. REQUIRED READING MATERIAL

Read each of the following references.

1. The Arizona Pageant. pp. 21-27, 37, 49-50, 157, 175-176

2. The mimeographed material in the Study Guide.

IV. EXTRA READING MATERIAL

For a deeper understanding of the material in this unit, read any of the following:

The Hopis, Portrait of a Desert People. W.C. O'Kane.

Book of the Hopi. F. Waters.

American Indian Mythology. A. Mariott and C. Rachlin. pp. 59-72, 96-99, 196-200, 205-206.

Masked Gods. F. Waters. pp. 161-228, 262-459.

The American Indian. Mankind. pp. 73-82.

American Indian Religions. J.M. Hurdy. pp. 15-40.

Dancing Gods. E. Fergusson, pp. 3-178.

The Pueblo Indians. R. Erdoes.

Indians of the Americas. National Geographic. pp. 99-123.

Conquistadores and Pueblos. O. Hall-Quest. pp. 52-62, 75-91, 111-131, 219-236.

Home of the Red Man. R. Silverberg. pp. 168-188.

Americans Before Columbus. E. Baity. pp. 96-110.

Indian Heritage of America. A. Josephy, Jr. pp. 157-167, 172-4, 296-298, 331-332.

Southwest Indian Country. Sunset. pp. 37-57.

Indians of the Southwest. G. Baldwin. pp. 74-92.

Indians. American Heritage. pp. 113-120.

On the Gleaming Way. J. Collier. pp. 15-40, 75-128, 151-158.

American Indian Life. E. Parson. pp. 157-178.

PUEBLO - HOPI - ZUNI INDIANS

Our Cup is Broken. F.C. Means.

The Man Who Killed the Deer. F. Waters.

Wah-to-Yah and the Taos Trail. L. Garrard.

V. REQUIRED ACTIVITES

Complete each of the following activities using the reading material:

1. Answer the following questions in your own words.

    1. Describe the conflict between the Spaniards and the Pueblos.

    2. List 3 occupations held by Pueblos, Hopis and Zunis in the past or present (indicate which time period applies).

    3. What was the Pueblo Revolt of 1680? What were the causes?

2. Choose one of the following activites:

    1. Find a magazine article on the Pueblo, Hopis or Zunis. Turn in a short abstract with the title of the article, author, title of the magazine, date, and pages.

    2. Make a piece of authentic Pueblo pottery.

    3. Write a short paper on poetry of the Pueblos using the material in the Study Guide. (1-2 pp.) Include thoughts on meaning, style, etc.

3. Choose 2 of the following activites.

    1. Using the information in the Study Guide and any information you can find in the library on folk dances of other countries, write a paper comparing Indian dances with other folk dances. Include a discussion of such aspects as meaning, importance to the people involved, purpose, etc. Include a bibliography.

    2. Perform an Indian dance for the class (2-4 people). Explain the meaning of the dance and individual steps.

3. Write a hosrt paper on the importance of corn to the Indians and how this importance is reflected in their ceremonies and chants. What similar references can you find in your own religious background? One source you might use is:

"Corn, the All American Grain." American History Illustrated. April, 1967. p. 12.

4. Write a short paper in which you discuss the importance of Nature in the religious beliefs of the Hopi, Zuni and other Pueblo Indians. Explain why Nature plays such an important role for them. How is the white man's attitude different? Give specific examples.

4. Take the Post Test.

VI. EXTRA ACTIVITES

For extra activites, please see the teacher.

THE STARS ABOVE: LONG SASH AND HIS PEOPLE

...like all farmers everywhere, the village Indians of the Southwest are keen weather-watchers, and their observations include sun, moon, and stars. The sun and moon, like the earth, are deities. The stars are supernaturals, and have less power over the lives of men than the other heavenly bodies.

...Much of Pueblo mythology can be told only by certain persons, under certain conditions, because it is sacred in character. What stories have been recorded in the southwestern villages are either the "little stories," or fragments of the greater myths, parts which need not be kept secret...

The bright star that rises in the east soon after autumn sunset is Long Sash, who guided the ancestors of the Pueblos from the north to their present home. He was a famous warrior, and the people followed him because they knew he could lead them in defense against their enemies. Someone was always attacking the villages, and wrecking the fields. The enemies captured women and children for slaves, and killed many of the men, until Long Sash came to the rescue.

"Take us away from here," the people begged him, "Lead us to a new land, where we can live peacefully."

"My children," Long Sash said, "are you sure you want to leave? Life is hard here, I know, but it will not be easy anywhere. There will be dangers on the way if you travel. Some will be sick; many will be hungry and thirsty; perhaps some of you may die. Think, and be sure you want to take that risk."

"We will face any hardships," the people promised him. "Only lead us away from this dark country, to a place where we may have light and life of our own."

So Long Sash started out, and the people followed him. They set their feet on the Endless Trail that stretches like a white band across the sky. This was the road they were going to follow until they found a place of their own.

As the people traveled along the Endless Trail with Long Sash, they began to grow tired and discouraged. Some of them quarreled with one another. They had little clothing and less food. Long Sash had to teach his followers how to hunt for food, and how to make clothing from feathers. At last he led them to a country that was so new that even Long Sash had never been there before.

In this new country there was no darkness, it was daylight all the time. The people walked and walked, and when they were too tired to go on they rested. Children were born and old people died and still they journeyed.

The quarrels grew more bitter, and the people began to fight among themselves, exchanging blows and inflicting wounds.

At last Long Sash said to them, "This must stop. You are hurting yourselves worse than your enemies hurt you. If you are to come to the place of your own, there can never be violence among you. Now you must decide. We will stop here and rest. Many of the women are ready to have their babies. We will wait until the children are delivered and the mothers are strong. Then you must make your own decision, whether you will follow me or take another trail."

There where the two very bright stars are north of Long Sash in the sky, the people rested and made up their minds. Those two bright stars became known as the Place of Decision, and people look up to them for help today, when they come to the turning points in their lives. We all have decisions to make as long as we are on the earth: good or bad, forward or backward, kind or unking. Those stars can tell us what to do.

When the people had rested and felt stronger, they were ready to go ahead with Long Sash. They told him so and everybody went forward again. Long Sash watched, to be sure that his children traveled with good hearts and love toward each other.

But Long Sash himself was growing tired, and his own heart was empty and doubting. He heard strange voices speaking in his mind, and could not tell who spoke, or what they were trying to say to him. At last he decided to answer the voices. As he spoke to the unseens, his own people gathered around him to listen.

"Show me a sign to tell me who you are, fathers and mothers," Long Sash began. "My people are tired and I am growing old. Give me a word to tell me we are on the right path and will soon reach our home."

Then while his people watched him, frightened, Long Sash appeared to go to sleep. He dropped down where he had been sitting and his eyes were closed. He lay without moving while the people stayed beside him, because they did not know what to do. They grew more and more afraid.

At last Long Sash opened his eyes. He looked at the people who had gathered around him while he slept. "Don't be frightened," Long Sash told them. "I have been given many signs and promises. The worst part of your journey is over, and we will soon reach its end."

"That's good. Thank you," all the people said.

"Many people will reach this Place of Doubt in their lives," Long Sash went on. "When that happens, you should pray to the Above Persons, your fathers and mothers, for help and guidance. In order to remind you of that, I will leave my headdress here, where people can look up and see it."

He laid his headdress down, and it became a bright, comforting cluster of stars.

And so the people went on traveling, and all the story of their journey is told in the stars above. Where there are three bright stars close together, they represent two young men who made a drag and fastened their load on it. Then, because there were two of them, they could add an old woman's load to the other

two, and go on, pullijng three loads on the drag. Those stars are a reminder of the helpfulness of the young men,and of their thoughtfulness of other people.

At last the people came to the end of their journey, and to the Middple Place which was to be their home forever.

ANIMAL DANCES

In contrast to the spring and summer Corn Dances are the innumerable fall and winter dances which emphasize the symbolism of animals and birds through the use of masks. We call them Animal Dances.

Like the Navaho songs which also symbolize a beast or bird--the bear in Mountain-Top Way, the snake in Beauty Way, the buffalo in Flint Way--these Pueblo dances are more concerned with the meanings involved than with their pantomimic imagery. All the public functions conclude, like the Corn Dances, a four-day ceremonial whose rites are observed in the kivas.

The Turtle Dance is given at Isleta, San Juan, and Taos. We have previously described the one at Taos, held in the wintry dawn of January first. The twenty-five men emerging from the Winter kiva just as the light shows over the mountains. Filing through the snowbanks to the plaza, naked save for breechcloths and moccasins, with a band of paint stretching from ear to ear like the mouth of great turtles. Standing in one line, Manuel, the leader, in front, swathed in a blanket, wearing an erect eagle feather in his hair. Then beginning, as did the people in their first dawn of life after their Emergence from the third world of water, the dance of life. This is the meaning of the Turtle Dance. And it is further expressed in the Turtle Dance song of San Juan:

> Long ago in the north
> Lies the road of emergence.
> Yonder our ancestors live,
> Yonder we take our being.
> Yet now we come southward,
> For cloud flowers blossom here,
> Here the lightning flashes,
> Rainwater here is falling.

Unlike those in Taos, the San Juan Turtle dancers wear no face paint. But their bodies are painted the dark brown of turtle shells, and the step is the same. They stand in the same spot hardly lifting the feet, but turning at rhythmic intervals to dance in the opposite direction. In making this half-turn each swings his right, rattle arm high over the head of the next dancer--a pure kachina gesture, and practically the same gesture with which the Navaho Yei-bet-chai is begun.

Buffalo dances are given at Taos on January 6; at Tesuque on San Diego Day, November 12; and others at San Felipe, Cochiti, and San Ildefonso. Buffalo bring snow and carry away sickness. So at the conclusion of the dance a sick person may have the mask placed on his head and pressed to his palms and soles to help as a cure. In a small decadent pueblo like Tesuque--which may already have discontinued the

dance--only a dozen dancers may follow the Hunt Chief out of the Winter People's kiva. But on King's Day at Taos it is a major ceremony. Mrs. Parsons records that, in 1926, seventy-two buffalo came out from the three north kivas, sixty-nine from the three south kivas, accompanied by four "hunters" and twenty-five singers. I have never seen more than fifty, but as they mill about, shaking their great shaggy heads in the gathering snow, their black massive bodies so ponderous against the adobe walls, they create an invisible force that seems almost tangible.

The masks are the heads of buffalo, or heads made of bear hair and cow horns to resemble them, slipped over the dancers' heads' the hoods rest on the shoulders; the black beards fall down over the breast. The tips of the swaying horns carry eagle down; and more down is stuck to the shaking heads, like snow. The bodies of the dancers are bare save for the usual dance kirtles and moccasins. From an armlet on the upper left arm dangle two eagle wing feathers. The legs, arms, and bare torsos are spotted with shite paint. In the right hand is carried an arrow, tip down; the empty left hand is held at the waist.

Outside the four lines stand the four hunters or Hunt Chiefs, beautifully arrayed in snowy white buckskin leggings, shirt or robe, each carrying a white buckskin quiver of arrows slung across his back. With them stand the officers with their canes of office, from whom formal permission to hold the dance must be obtained. And behind stands the chorus of old men in bright blankets.

So they dance; in four lines, at four successive positions in the plaza, shaking their curving horns. Driving away sickness. Bringing the cleansing snow, the life-giving snow that covers the fields and swells the mountain streams above. And evoking surely, with their great power, the spirits of the vast herds that thundered across all America. You can see them there beyond the pueblo wall. Approaching across the empty fields, their great, shaggy heads fronting the thick storm, their beards frosted white.

They are real, of course, the tribally owned herd, kept in the great communal pasture behind the pueblo, along the base of the sacred mountain. Buffalo was the pre-eminent sacred animal of the Plains tribes. Its medicine hoofs, hair, horns, hide, and dust have been carried through all the eastern pueblos to the Navahos, who embody their symbolism, as we know, in the Flint Way. To Taos particularly, which always maintained a close contact with the Plains tribes and often sent out buffalo parties, the buffalo is still a sacred animal. It is more than a legend, a symbol. It is a living reality. And here the Buffalo Dance is one of the three great winter dances.

The Deer Dance...is the greatest of the three; with the Santo Domingo Corn Dance it is one of the two most significant dances of all the Rio Grande pueblos. We know that it is more than a dance. It is a mystery play in the great tradition of the Navaho sings, of the ancient mystery plays of Greece, Egypt,

and Tibet. And its meaning lies in an understanding of the two cosmic dualities emphasized constantly, not only in Indian ceremonies, but in Eastern mysticism and Western psychology. That this meaning is expressed so explicitly in the medium of the dance rather than in song-myth and myth-drama, is the highest achievement of the Pueblo Dances; it creates a form Wold which holds the integrated substance of an art, a culture, and a religion.

There are Deer Dances in many other pueblos. Some of these are combined with Buffalo Dances, as in San Felipe. The masks include elk and antelope as well. And this too carries out the same mystery play in pantomime. The animals break away from the feminine Game Mother; are caught and carried back by the Hunters, then the masks are sprinkled with corn meal and fed.

...Eagle Dances are given by curing societies in San Ildefonso, San Juan, and Santa Ana, and occasionally as specialty dances by Taos. Symbolizing the second element, air, and the breath of life, the masks may be used afterward to brush those who come to the kiva for a cure. The dances are magnificent mimicry. The scrawny, thin-legged men stalk out stiffly as eagles. They bend forward, the great cruel heads over theirs, the feathered skins lying on their backs, the tails hangin outspread over their buttocks. They fling out their arms to spread the long swift wings. So they dance. Fluttering their wings, circling, turning, dipping; flinging up their curved beaks, and staring fixedly at the sun; diving, gliding, whirling up again.

Bandy-legged, they look frail and unfed. One sees why. The dance is a terrific ordeal that a heavier man could not stand. But in it one reads the same old truth. Man is dual. Plant like, he is rooted to his tribe, his earth, the femine polarity. Animal like, he is also free to will and move. So like the eagle he launches out into the blue, whirls and dips in space, the sumbol of our freedom. The American Eagle. But all eagles wheel and dip, rise and glide over the cliffs the same way. Their freedom of movement is only comparitive and transient. It expresses itself only in cycles, unchanged through the course of time. So are we all bound, in our freedom, within the limits of our transient earth bound existence until our ultimate release into spiritual freedom.

These dances, Eagle, Deer, Buffalo, and Turtle, all show over and over, the masculine dancing before the feminine, one of the two great truths of our duality.

Years ago I saw a Parrot Dance at Santo Domingo. I have never seen it since, but parts of it are still vivid in memory. The dancers were many, all attired in the usual manner. But the dance leader carried a cage in which were placed seeds of many kinds and a parrot carved of wood, painted the vivid colors of the directions. Over its tail spread an arched rainbow of feathers. The cage was presented to each of the directions, then handed to a woman who did likewise. The parrot is a sacred, mysterious bird; it is long lived, colored with all the directional colors, can look the sun in the eye without blinking and co;ming from the fruitful south it brings warmth and fertility. In Taos there is a Parrot kiva.

I remember going to a little jungle town in Mexico with Tony Luhan to trade for parrot feathers. They had to be just so--quill and fletching, for him to take back home to the pueblo. This is where they all come from, these ceremonial feathers now tied to the tall flag pole, the Aztec huitziton, and bunched on the top of the dancers' heads during the Corn Dances. The jungles of Mexico. All carried north along the ancient trade routes connecting the Aztecs with their spiritual motherland, these northern pueblos.

To the Bear Dance of the Mountain Utes, the Butterfly, Snake, Buffalo, and Antelope Dances of the Hopi, the Pueblos have corresponding ritual parallels. We must remember too that for each of the six directions, including zenith and nadir, there is a corresponding animal and bird. And the full meaning of these lie in the ceremonials, of which these public dances are but a part.

A KATCHINA SONG

(Zuni)

In the west at Flower Mountain
A rain priest sits
His head feathered with cumulus clouds.
His words are of clouding over Itawana.
"Come let us arise now."
Thus along the shores of the encircling ocean
The rain makers say to one another.
Aha ehe
Aha ehe
In the south at Salt Lake Mountain
A rain priest sits
His head feathered with mist.
His words are of covering Itawana with rain.
"Come let us go."
This in all the springs
The rain makers say to one another.
Aha ehe
Aha ehe
"The beautiful world germinates.
The sun, the yellow dawn germinate."
Thus the corn plants say to one another.
They are covered with dew.
"The beautiful world germinates.
The sun, the yellow dawn germinate."
Thus the corn plants say to one another.
They bring forth their young.
Aha ehe
Aha ehe!.

*** The Katchinas are supernaturals, identified with the dead and at the same time associated with clouds and rain. They are believed to live in a lake near Zuni and to visit the village from time to time. They are impersonated in masks which the dancers wear during the Katchina ceremonies, the underlying idea of which is the desire to fertilize the earth and to call for the needed rain.-- Itwana designates the realm of the dead.

PRAYER SPOKEN WHILE PRESENTING AN INFANT TO THE SUN

(Zuni)

Now this is the day.
Our child,
Into the daylight
You will go out standing.
Preparing for your day,
We have passed our days.
When all your days were at an end,
When eight days were past,
Our sun father
Went in to sit down at his sacred place,
Passing a blessed night.
Now this day,
Our fathers, Dawn priests,
Have come out standing to their sacred place,
Our sun father,
Having come out standing to his sacred place,
Our child, is your day.
This day,
The flesh of the white corn, prayer meal,
To our sun father
This prayer meal we offer.

May your road be fulfilled.
Reachingto the road of your sun father,
When your road is fulfilled,
In your thoughts may we live,
May we be the ones whom your thoughts will embrace,
For this, on this day
To our sun father
We offer prayer meal.
To this end:
May you help us all to finish our roads.

***The Zuni child is born amid prayer and solemn ceremony... On the morning of the tenth day the child is taken from its bed of sand,...and upon the left arm of the paternal grandmother is carried for the first time into the presence of the rising sun. To the breast of the child the grandmother carrying it presses the ear of corn which lay by its side during the ten days; to her left the mother of the infant walks, carrying in her left hand the ear of corn which lay at her side. Both women sprinkle a line of sacred meal, emblematic of the straight road which the child must follow to win the favor of its gods. Thus the first object which the child is made to behold

at the very dawn of its existence is the sun. the great object of their worship, and long ere the little lips can a lisp a prayer it is repeated for it by the grandmother.

PRAYER TO THE ANCIENTS AFTER HARVESTING

(Zuni)

From where you stay quietly,
Your little wind-blown clouds,
Your fine wisps of clouds,
Your massed clouds you will send forth
  to sit down with us;
With your fine rain caressing the earth,
With all your waters
You will pass to us on our roads.
With your great pile of waters,
With your fine rain caressing the earth,
You will pass to us on our roads.
My fathers,
Add to your hearts.
Your waters,
Your seeds,
Your long life,
Your old age
You will grant to us.
Therefore I have added to your hearts,
To the end, my fathers,
My children:
You will protect us.
All my ladder-descending children
Will finish their roads;
They will grow old.
You will bless us with life.

*** Zuni prayers are highly formalized in content and mode of expression. Most of the prayers are requests accompanying offerings. They have three sections, which always appear in the same order: A statement of the occasion, a description of the offering, and the request. The part from the Prayer to the Ancients brought here is the third one. The dead, the ancients, are believed to be the rain makers. They come back to the living in the rain clouds, bringing the blessing of life and fruitfulness. The Offering of food to the dean dorms an important part of the Zuni household ritual. Before each meal a bit of food is scattered on the floor or thrown into thefire, accompanied by a short prayer. No child is weaned until he is able to make this offering by himself and utter his prayer to the ancients.

THE WILLOWS BY THE WATERSIDE

(Tewa)

My little breath, under the willows by the waterside
we used to sit,
And there the yellow cottonwood bird came and sang.
That I remember and therefore I weep.
Under the growing corn we used to sit,
And there the little leaf bird came and sang.
That I remember and therefore I weep.
There on the meadow of yellow flowers we used to walk.
Oh, my little breath! Oh, my little heart!
There on the meadow of blue flowers we used to walk.
Alas! how long ago that we two walked in that pleasant
way.
Then everything was happy, but, alas! how long ago.
There on the meadow of crimson flowers we used to walk.
Oh, my little breath, now I go there alone in sorrow.

***Love songs, except those which are supposed to have a magical and coercive quality of gaining effections and which might better be called love medicine, are not common among the tribes of the Great Plains. Nor are such songs listed among the kinds used among the Zuni. The Tewa have them...While these love songs are clearly enough of Indian composition,...the ultimate inspiration was probably Spanish.

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SONG OF THE SKY LOOM

(Tewa)

O our Mother the Earth, O our Father the Sky,
Your children are we, and with tired backs
We bring you the gifts you love.
Then weave for us a garment of brightness;
May the warp be the white light of morning.
May the waft be the red light of evening,
May the fringes be the falling rain,
May the border be the standing rainbow.
Thus weave for us a garment of brightness,
That we may walk fittingly where birds sing,
That we may walk fittingly where grass is green,
O our Mother the Earth, O our Father the Sky.

***The sky loom refers to the small desert rain, so characteristic of this part of the country: like wandering looms the rainshowers hang from the sky. And the warp of the glittering web seems like soft silver and the weft like amber or roseate rays in the reflection of thelate afternoon sun.

THAT MOUNTAIN FAR AWAY

(Tewa)

My home over there, my home over there,
My home over there, now I remember it!
And when I see that mountain far away,
Why, then I weep. Alas! what can I do?
What can I do? Alas! What can I do?
My home over there, no I remember it.

*** The Tewa Indian easily becomes homesick even when distant a few miles from his native village.

POTTERY

The POTTERY of the southwest Indian was made by coiling a long rope of clay, layer on layer, until the shaping of the vessel had been completed.

HOW TO MOULD A PIECE OF POTTERY

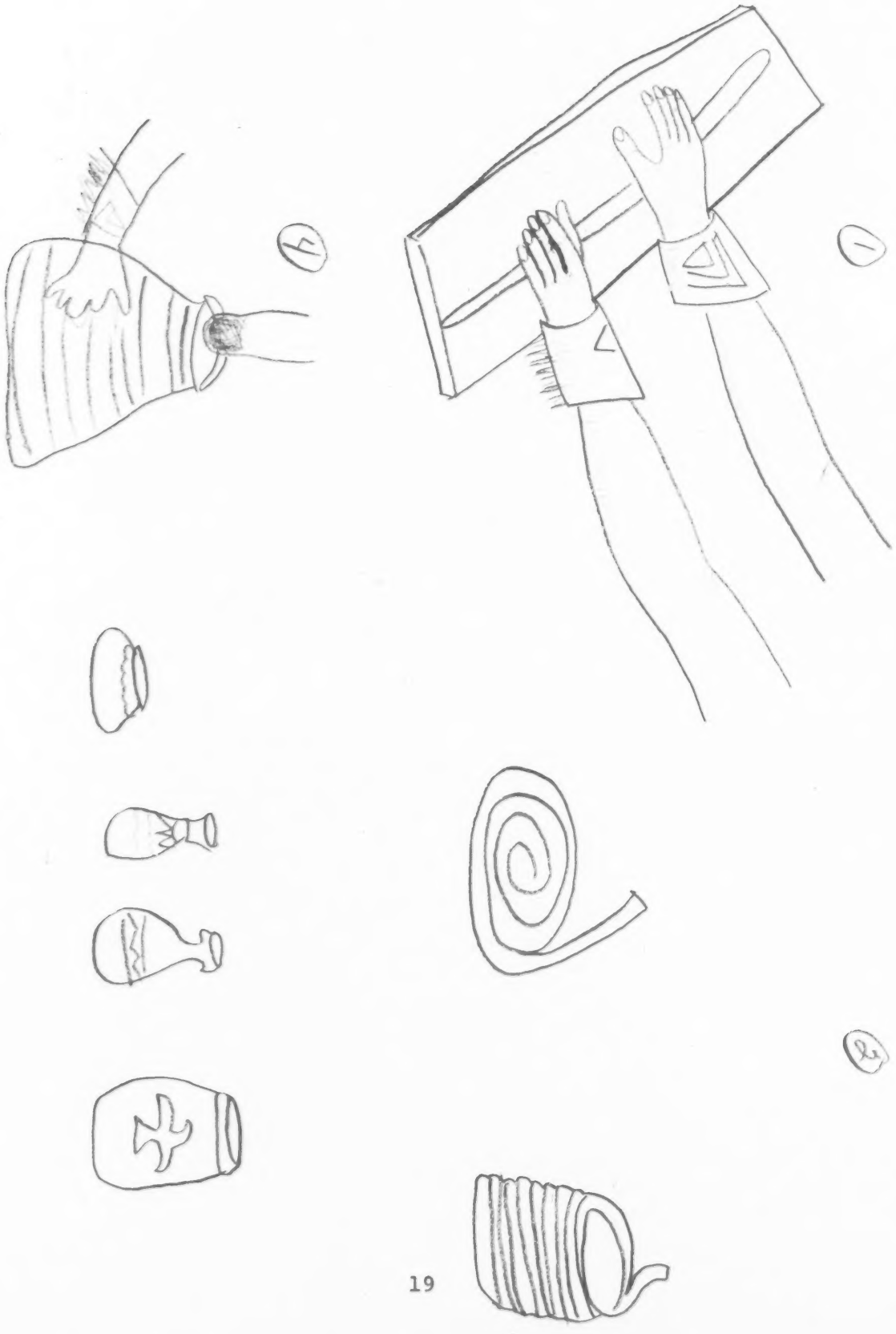
Fig. 1 The clay is being rolled in 1/2" rolls on a long board or flat surface.

Fig. 2 Shows you how to mould the clay, coiling one layer on top of the other, shaping it as you go along. Be sure to keep your hands moist during this step. Also be sure that you have enough room in the center of the vessel to insert your hand and hold it against the inside, directly opposite from your hand on the outside, as you smooth and shape the vessel as shown in Fig. 4.

Now moisten the vessel and smooth out any surface flaws, and you are ready to apply the "slip" (a thin mixture of clay and water) with a piece of cloth to the surface of the vessel; this will give it a final smooth polish.

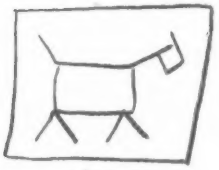
Now you are ready to bake the vessel in an Indian kiln.

Besides painting your hardened clay with poster paints brushed with a transparent liquid glaze or shellac, you can use the incising method, leaving the design raised, or cutting the design into the clay, leaving the background raised. This is done with a modeling tood, an orange stick or a large nail, or using a knife to cut away background and smoothing the edges with a modeling stick.



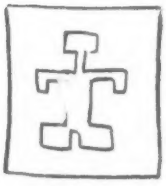
Symbols and Their Meaning

Thunderbird - Sacred Bearer of Happiness

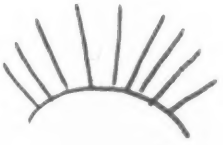


Horse
Journey

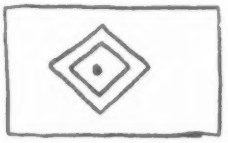
Days and Nights
Time



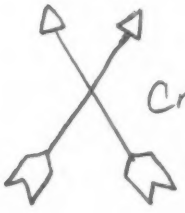
Man
Human Life



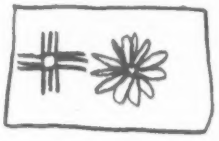
Sun Rays
Constancy



Medicine man's Eye
Wise, Watchful

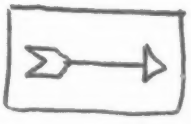


Crossed
Arrows
Friendship

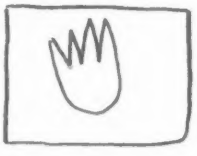


Sun
Symbols
Happiness

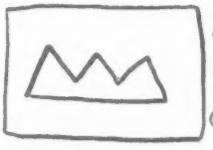
Hogan
Permanent
Home



Arrow
Protection

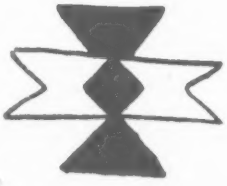


Bear
Track
Good Omen



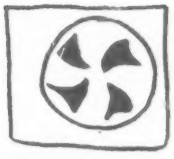
Big
Mountain
Abundage

Arrowhead
Alertness

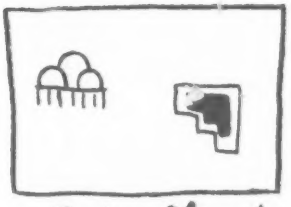


Warding off
evil spirits

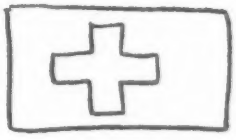
More Symbols and Meanings



4 ages Infancy, Youth, Middle + Old Age



Rain Clouds Good Prospects



Paths Crossing

Rattlesnake jaw strength

INDIAN PICTURE WRITING

Below

Bear Alive

Cactus

Old

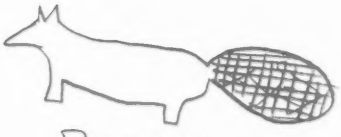
Brothers

Bear Dead

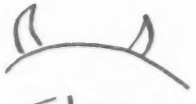
Canyon

Otter

Come


Beaver

Dead


Strong

Day

Cloud

Earth Lodge

Thunderbird

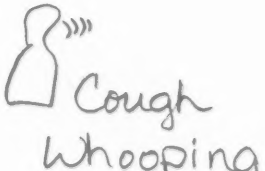
Deer

Plenty Corn

Geese

T Ravois

eat


Cough Whooping

Stone Hammer

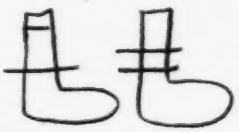
Turtle

MORE
Indian Picture Writing

Fear

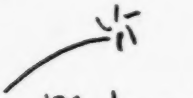
Columet Dance

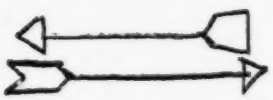
House


Walk

Hear

Death


Meteor


War

The following material has been deleted: The Pueblo Indians of New Mexico

By Walter Jarrett

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: INDIANS IN THE SOUTHWEST

PACKAGE TITLE: RED POWER

BY

JUDY HOFFMAN

RED POWER

I. PROBLEM. Indians today are becoming increasingly aware of the futility of their past efforts to deal with the United States government. The different emphasis of the red and white worlds are just as great now as they were 100 years ago. Some Indians become caught between the two worlds and find they cannot function in either. Young Indians are becoming more and more vocal in their distrust of white intentions and their desire to improve their own lives in their own way.

The treatment of Indians has become more than a cause like that of Black Power. It has affected the rest of the nation by becoming a popular fad. Famous people even take up the Indians' cause to improve their image it seems.

What improvements are sought by the Indians? What role does the Bureau of Indian Affairs play in the protection of Indian rights? How do the Indians regard the Bureau, as friend or foe? What is the basis of their desires? Why do they flatly reject the white man's world? How are white and red values different? What specific actions have the Indians taken to draw attention to their problems?

> Now the laugh is ours. After four centuries of gleeful rape, the white man stands a mere generation away from extinguishing life on this planet. Granted that Indians will also be destroyed -- it is not because we did not realize what was happening. It is not because we did not fight back. And it is not because we refused to speak. We have carried our responsibilities well. If people do not choose to listen and instead overwhelm us, then they must bear the ultimate responsibility.[1]

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[1]Vine Deloria, Jr. We Talk You Listen. (New York: The Mac Millan Col, 1970). p. 195.

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the role and effectiveness of the Bureau of Indian Affairs in the protection of the rights of Indians.

2. List in writing examples of injustices against Indians even today.

3. Explain in writing and orally the major differences in the values of the red and white man.

4. Explain in writing the efforts of the Indians to improve their lives and the role Red Power plays in these efforts.

5. List in writing examples of occupations commonly open to Indians today.

III. Required Reading Material. Read any 2 of the following references.

1. The New Indians. S. Teiner. PP. 1-16, 48-64, 73-95, 116-159, 175-214, 231-249, 268-289.

2. Our Brother's Keeper. E.S. Cahn,ed. pp. 1-23, 112-139, 157-193.

3. Custer Died for your Sins. V. Delona. pp. 9-34, 128-147, 222-260.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references. Notes may be handed in for extra credit.

We Talk You Listen. V. Deloria.

Custer Died for Your Sins. V. Deloria.

The Indian, America's Unfinished Business. Brophy and Aberle.

The American Indian Today. S. Levine and N. Levine.

V. Required Activities. Complete each of the following activities using the reading material.

1. Answer the following questions in your own words in writing.

    1. List 3 examples of occupations commonly open to Indians today.
    2. What is the Red Power Movement? Give one example of the efforts made to draw attention to the Indians' problems

2. Choose 2 of the following activities.

    1. Prepare an attractive scrapbook of newspaper and magazine articles on current Indian activities.

    2. Prepare an attractive advertisement poster calling for participation in the Red Power Movement. Include reasons why participation is important.

    3. Pretend you were one of the Indians who occupied Alcatraz. Research the subject and write an authentic diary of your experiences on the island.

    4. Write an essay in which you discuss the differences between the Indian and White outlook of life, nature, etc.

5. Watch the filmstrip on "The American Indian: After Columbus" Hand in notes.

3. Choose 1 of the following activities.

1. Read the poetry of Simon Ortiz in The Indian Historian. Fall, 1970. Vol 3, #4. pp. 26-30. Write a critique of one of the two poems in which you discuss his comments on treatment of Indians. Use specific examples.

2. Read "Ode to the Future: Boarding Schools for Whites on Indian Reservations," in The Indian Historian, Fall 1970, Vol. 3, #4, pp. 31. Form a group of 2 or 3 (no more) and discuss the following questions. Have 1 person take notes to hand in for your group. Be sure to include a list of the people in your group.

1. What is Mary Nelson complaining about in the poem?

2. Why is it that white men seem to have the attitudes presented in the poem?

3. What other examples of these attitudes are there in our history?

4. Do you agree with the poem? Explain!

3. Read "What Is This Upon My Land?" in The Indian Historian, Spring, 1971, Vol. 3, #1, p. 19. Write a well-written critique of the poem in which you discuss the point the poet tries to make. Use any examples from your own experiences and/or history to make your ideas clear.

VI. Extra Activities. For extra activities for this unit, please see the teacher.

When Legends Die. H. Borland.

House Made of Dawn. N.S. Momaday.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: INDIANS FROM THE SOUTHWEST

PACKAGE TITLE: NAVAJO - APACHE GROUP and the COMANCHES

BY

JUDY HOFFMAN

NAVAJO - APACHE GROUP and the COMANCHES

I. PROBLEM. The Navajos and Apaches, though related, have very different reputations The Apaches have always been thought of the white man as a warlike, hostileppeople. Navajos on the other hand, are great sheepherders and though nomadic, aren't considered wrrlike. It was on a raid though, that the Navajos came into contact with sheep. The Navajos like the Apaches made their living during Spanish times by raiding white settlements. The Comanches as Plains Indians also made their living by raiding white settlements.

In what other ways are the Navajos like the Apaches? How are the Comanches like these two groups of Indians? How have these two groups of Indians played an important part in the history of the Southwest? How are their customs and beliefs similar? How are they different?

What part do each of these groups play nn the Southwest today? What occupations do they have and are these occupations the same as in their past or different?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Identify in writing major religious beliefs and ceremonies of both Navajos and Apaches.

2. Explain how Apaches and Navajos and Comanches made their living in both the past and the present. (in writing).

3. Describe in writing important events in the history of the Navajos, Apaches and Comanches.

III. Required Reading Material. Read each of the following assignments.

1. The Arizona Pageant. pp. 27-30, 116-130.

2. The mimeographed material in the Study Guide.

3. Bury My Heart at Wounded Knee. pp.187-212, 15-36, 369-388.

IV. Extra Reading Material. For a deeper understanding of thi unit read any of the following references and take notes for extra credit

The Enduring Navajo. L. Gilpin

Navajo Witchcraft. C. Kluckhohn.

The Warrior Apaches. G. C. Baldwin

In the Days of Victorio. E. Ball.

Navajos Have Five Fingers. T. D. Allen

The Mescalero Apaches. C. L. Sonnicheen.

On the Gleaming Way. Collier

Spin a Silver Dollar. A. Hannum

Apache Land. R. Santee

Three Years Among the Comanches. N. Lee

Lords of the Earth. Loh

The Apache Indians. S. Bleeker

The Navajos. Underhill.

The Navajo. Bleeker

Southwest Indian Country. pp. 13-36, 57-68

Home of the Red Man. R. Silverberg. pp. 143-147

The Navajos. J. Terrell

Indians of the Southwest. G. Baldwin. pp. 117-138

Speaking of Indians. B. Johnston. pp. 52-55

American Indian Mythology. A. Marriott. pp. 46-50, 78-95, 112-119, 128-146, 171-176, 187-189.

Indians of the United States. C. Wissler. pp. 208-216

Indians. American Heritage. pp. 373-389, 398-401

A History of the Indians of the United States. A. Debo. pp. 14-17, 130-132, 219-235, 167-168, 299-300, 317-18

Hosteen Klah. Newcomb.

V. Required Activities. Using the material you have read, complete each of the following activities.

1. Answer each of the following questions in writing in your own words.

1. What is a sandpainting? Why is it a significant part of the Navajos' life?
2. What is a "Sing"
3. List 2 ways in which the Apaches affected the history of the Southwest.

2. Choose 1 of the following activities.

1. Present the play on page 103 of Indian Sign Language to the class with 2 other people.
2. Teach the class a few basic principles of the Navajo tongue and how to say a few words and sentences.
3. Choose any of the following topics and prepare an oral report to present to the class. O.K. your choice with the teacher.

a. Mangas Colorado
b. Navajo Witchcraft
c. The Navajo Medicine Man
d. Geronimo
e. The Camp Grant Massacre
f. Cochise
g. The Apache Kid
h. The Comanche Raids in Texas.

4. Read a magazine article on the Navajo, Apache or Comanche and report on it to the class.

3. Choose 2 of the following activities.

1. Write an essay on the relationship between the whiteman and the Apache between about 1850 and 1900. Use specific examples to back up your opinion.

2. Prepare an attractive drawing of a Navajo sandpainting.

3. Prepare a time line on events important in Navajo-Apache and Comanche history. Please get a sheet on time lines before you begin.

4. Prepare an attractive brochure of sketches of Navajo-Apache and/or Comanche dress.

5. Write a newspaper article for the Daily Citizen about Apache raids in the Santa Cruz Valley. Do enough research to make your article realistic factually and try to capture the emotions prevalent among white settlers in the area. A good sourch is Vast Domain of Blood. D. Schellie.

4. Choose one of the following activities.

1. Read one of the Following books

Chochise of Arizona. O. LaFarge

Laughing Boy. O. LaFarge

Vast Domain of Blood. D. Schellie

Komanticia. H. Keith

And One Was a Wooden Indian. B. Baker

Spin a Silver Dollar. A. Hannum

Geronimo. E. Wyatt

Geronimo. R. Moody

Blood Brother. E. Arnold

Broken Arrow. E. Arnold

White Wolf. Brant

Killer of Death. B. Baker.

Waterless Mountain. L. Armer.

2. Prepare a short (4pp.) research paper on one of the following topics. Get a sheet on research papers before you begin.

a. Occupations held by Navajos and Apaches today.
b. The business ventures of the Apaches on the White Mountain Reservation
c. General Crook's operations in Arizona
d. John P. Clums Apache police
e. OR ANY OTHER TOPIC OF YOUR CHOICE AS LONG AS YOU OK IT WITH YOUR TEACHER.

5. Take the Post Test

VI. Extra Activities. Please see the teacher for suggestions for extra activities for this unit.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: AMERICANS IN THE SOUTHWEST

PACKAGE TITLE MINING IN ARIZONA

BY

JUDY HOFFMAN

MINING IN ARIZONA

I. PROBLEM. Mining has been a very important part of the history of the Southwest. The search for vast mineral wealth was a motivating factor in the settlement of the Southwest. It took a special breed of men -- rough, tough, honest and carefree -- to search for mineral wealth. These men worked hard and would find release in saloons where they argued politics, spouted poetry and made up fantastic stories.

Many questions about the mining frontier can be raised. Some are easily answered and others are not, but all open the way to interesting stories about the "Wild West".

First, has it been a blessing or a curse for parts of the Southwest such as Arizona and California, expecially, to have an abundance of mineral deposits? Which kinds of mineral deposits are considered most valuable and why? Who first discovered mineral deposits in the Southwest? What methods of mining have been developed throughout the history of the Southwest? What kinds of people devoted their lives to search for minerals as a means of getting rich quick? What kinds of lives did they lead? Were there any fantastically large discoveries? What about the "lost mines" -- are they just legends or did they really exist?

II. Specific Objectives. When you finish this unit you will be able to:

1. Explain in writing an orally how the presence of wealthy mineral deposits in the Southwest encouraged the development of the Southwest.

2. List 3 important mineral deposits in the Southwest.

3. Describe the typical prospector in the West.

4. Describe 2 methods of mining used in the Southwest either past or present.

5. Recognize 3 important copper mining areas in the Southwest and describe one important gold of silver mining area.

III. Required Reading Material. Read each of the following references:

1. Chapter 9 in <u>The Arizona Pageant</u>.

2. The material in the Study Guide.

IV. Extra Reading Material. For a deeper understanding of the material in the Study Guide, read any of the following references:

Mining Frontiers of the Far West Rodman, P.

Odyssey of a Desert Prospector Albert, H.

Coronado's Children Dobie, F.

The Saga of the Comstock Lode Lyman, G.

Lost Bonanzas Drago, H.

The Mining Frontier Lewis

The Shirley Letters C. Wheat

The Lost Dutchman Mine Ely, S.

Sutter's Fort Lewis, O.

The California Gold Rush Chidsey, D.

The Company Town In the American West Allen J. pp. 33-70

Silver Kings Lewis, O.

Prospector, Cowhand and Sodbuster Ferris

The Far Southwest Lamar

In Boomtown Brown

Forged in Silver Young

Killer Mountains C. Gentry

V. Required Activiteis. Complete each of the following activities.

1. Answer the following questions in writing in your own words and hand them in to the teacher to be checked.

1. Where were mines located during the Spanish period in Arizona's history and what minerals were of greatest importance then?

2. What factors slowed down mining operations in Arizona during the 1800's?

3. Which towns in Arizona were settled around silver mining areas?

4. Describe one swindle which centered around the mineral wealth in Arizona.

2. Using ideas from the reading you have done in sources other than The Arizona Pageant, pretend you are a prospector in the West and write an entry to your diary describing experiences you might have used. Use your imagination and make your diary as realistic as possible.

3. Choose at least 2 of the following activities.

1. Make a neat, well-organized imaginative scrapbook of all the articles you can find on mining in the daily newspapers for the duration of this unit.

2. Interview someone who works at a mine in your area. Find out what you can about techniques used at the mines, the tasks involved in the job of the person you are interviewing and his opinion of the importance of the mines to the economy of Arizona. Write up your findings in a well-organized paper at least 1 page long. Give the name and position of the person you interviewed.

3. Pretend you were the victim of a swindle involving mineral wealth in Arizona. Werte a letter to your Congressman explaining what happened to you. Use your imagination as well as the reading material to make up facts about your experiences. Your letter should be at least one page long.

4. Draw a picture of what you think a typical prospector in the West looked like.

4. Write an essay, using information you have read, about the importance of mineral deposits in the development of the Southwest. Be sure you support your opinions with facts.

5. Choose at least 1 of the following activities.

1. Read in a book about a lost or legendary mine and give an oral report describing what you read. Turn in your source and pages read.

2. Read a magazine article on mining past or present, and give an oral report about what you read. Turn in the title of the article, the title of the magazine, the date of the magazine and the pages you read.

V. Extra Activities. If you would like to do extra activities on mining, please see the teacher for suggestions.

Treasure of the Sierra Madre

How Green was My Valley

King Soloman's Mines

Killer Mountains

"First Heroic Trek Across the Wild land to California" S. Levitin, Smithsonian. Nov. 1971 pp 68-73.

"The Purple Mountains Fading Majesty" American Heritage, June 1968 pp 46-47, 91-96.

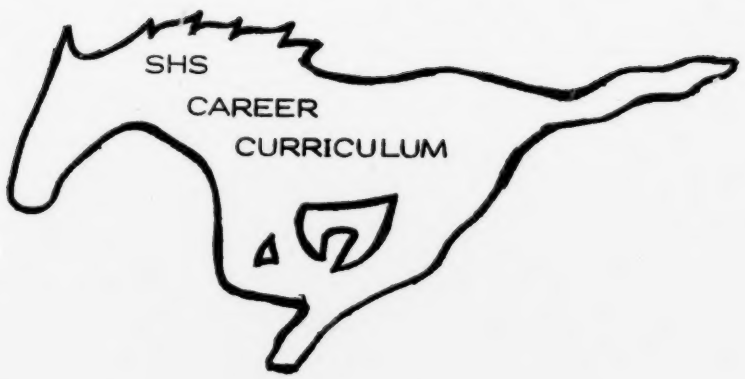
"Gold!", American Heritage. Dec. 1962 pp 6-27, 91.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: URBAN PROBLEMS IN THE SOUTHWEST

PACKAGE TITLE: URBAN PROBLEMS IN THE SOUTHWEST-
INTRODUCTION

BY

JUDY HOFFMAN

URBAN PROBLEMS IN THE SOUTHWEST - INTRODUCTION

I. PROBLEM. The Southwest is not exactly thought of as an urban center. There are many more concentrations of people in the northeastern part of the United States. California is the only Southwestern state which contains people in the numbers and densities which would begin to compare with other parts of the country such as Chicago, Miami, Washington, D.C., or New York City.

So--why do we study urban problems in the Southwest? First of all we must ask ourselves: what is "urban"? To attach that term to an area means several things. It means that an area has a high concentration of people. It means that these people are engaged in activities which are unrelated to agriculture. It means that the density at which these people live is very high, that is, they live very close together.

When we understand "urban" we can see that indeed the Southwest does have urban areas. And, anytime you have urban areas, there are certain problems which generally appear. What are those problems? Why are they unique to urban areas--or are they? Why, if urban areas bring problems, do we continue to let the urban areas grow? Are there advantages as well as problems that go with urban areas?

II. SPECIFIC OBJECTIVES. When you finish this unit, you will be able to:

1. Explain in writing what the term "urban" means.
2. List in writing what major urban problems are.
3. Explain in writing reasons why the Southwest is attracting more people and therefore asking for larger urban areas.
4. Explain what other factors besides the attractiveness of the Southwest add to high concentrations of population in the cities.

III. REQUIRED READING MATERIAL. Read each of the following references:

1. The Population Bomb. pp. 15-35.
2. The material in the study guide.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references:

The Urban Complex. R.C. Weaver.

The Last Days of the Late Great State of California. C. Gentry.

Three Essays on Population. T. Malthers.

Suburbia. Look.

Crisis. League of Women Voters.

Cities are People. S.C. Hirsch.

Downtown. R.A. Liston.

American Cities in the Growth of a Nation. C.M. Green.

Health Seekers in the Southwest. Jones.

The Rise of Urban America. C.M. Green.

Suburbia: Civic Denial. R. Goldston.

La Raza: The Mexican Americans. S. Steiner, pp. 140-246.

Where the People Are. K. Gray.

V. REQUIRED ACTIVITIES. Using the reading material, complete each of the following activities.

1. Answer each of the following questions in writing in your own words.

    1. Why is population growth such a problem for mankind?

    2. List 4 major problems in urban areas.

    3. What are 3 things you can do to learn about urban problems in your area.

    4. What does "urban" mean?

2. Choose at least 2 of the following activities:

    1. Draw a political cartoon expressing an opinion about urban problems. Pick up a sheet on political cartoons from the teacher before you begin.

2. Do research and write a well-organized essay on why people come to the Southwest and how that immigration affects our cities. Use magazine articles as your sources, especially. Turn in a bibliography. (2-3 pp.)

3. Do research and explain in an essay why people move to cities. What advantages historically have cities held for people? Which elements of the explanation for urbanization also apply to the Southwest? Turn in a bibliography. (4 pages.)

4. Contact the office of Model Cities Program in Tucson. Ask such questions as: which problems does the Model Cities Program concern itself with? What limitations are placed on the program- and by whom? How is the program supported? What has it accomplished in the past 1-2 years? How does it involve the people who live in the area it is trying to improve? - etc. - Write up your interview in a short paper with your reactions to what was said (1 - 2 pages).

5. Pick any one of the suggestions at the end of the chapter included in the Study Guide. Write up a paper concluding what you find out with your reactions.

3. Choose at least one of the following activities:

1. Make an attractive scrapbook of magazine and/or newspaper articles concerning urban areas. Organize your scrapbook into sections such as problems, benefits, solving problems, different plans for urban growth, etc.

2. Read 2 magazine articles on urban problems. Write abstracts for each. Turn in bibliographical information.

3. Write an essay on why <u>you</u> should be concerned with urban problems.

4. Form a group of no more than 3 people and discuss the following question. (If you feel you need background informtion for facts, <u>do</u> <u>research</u> in magazines and/or books). Question: Because there are not as many blacks in the Southwestern urban areas, the Southwest is free of racial problems. Hand in brief notes on your discussion.

VI. EXTRA ACTIVITIES

For suggestions for extra activities, please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: URBAN PROBLEMS IN THE SOUTHWEST - II

PACKAGE TITLE: RACE RELATIONS IN THE CITIES

BY

JUDY HOFFMAN

URBAN PROBLEMS IN THE SOUTHWEST II

Race Relations in the Cities

I. PROBLEM.

Cities of the Southwest are often thought of as being free of "racial troubles." Perhaps this observation holds some merit in relation to the somewhat worse situations of cities in other parts of the country. Anytime, thought, that everyone regardless of race does not have equal opportunity to enjoy the good things in life -- a nice home, a decent occupation and the respect of his fellow citizens, there is a problem.

Actually some of the worst racial troubles in the country have occurred in the Watts area of Los Angeles. Other cities are living on borrowed time if action is not taken promptly to alleviate some of the pressures in employment, education, equality under the law and housing. Learning to live together, tolerant of differences which are really only surface ones, is a task of major importance today.

What injustices occur in our Southwestern cities which are race oriented? How are these injustices being handled? What can be done?

II. SPECIFIC OBJECTIVES. When you finish this unit you will be able to:

1. Explain in writing which aspects of people's lives are affected by racial prejudice in urban areas.

2. Explain in writing the background of specific incidents of racial troubles in the urban Southwest.

3. Formulate in writing possible measures to alleviate the outward manifestations of racial prejudice in the urban Southwest.

4. Describe the character of racial prejudice in the Southwest, that is, which races are most discriminated against and by whom.

III. REQUIRED READING MATERIAL. Read each of the following references.

1. The Chicanos: Mexican American Voices. pp. 123-156.

2. A Documentary History of Mexican Americans pp. 421-425, 440, 464-470, 474-479.

3. La Raza: The Mexican Americans. pp. 140-160.

IV. EXTRA READING MATERIAL. For a deeper understanding of the material in this unit, read any of the following references:

North From Mexico. C. McWilliams.

Los Mojados. J. Samora.

La Raza: Forgotten Americans. J. Samora pp. 95-158.

Mexican-Americans and the Administration of Justice in the Southwest. U.S. Commission on Civil Rights.

Spanish Surnamed Employment in the Southwest. Colorado Civil Rights Commission.

Mexican Americans. J. Moore. pp. 60-98, 102-118.

Where the People Are. K. Gray. pp. 85-93, 123-124, 60-63.

Two Blocks Apart. C.L. Magerson.

The Other Americans. K. Wright. pp. 152-169.

The Negro and the City. Fortune.

Cities are People. S.C. Hirsch. pp. 105-109.

Rivers of Blood, Years of Darkness. R. Conot.

The Second Civil War. G. Wills.

Burn, Baby, Burn. Cohen.

Brothers Under the Skin. C. McWilliams.

Downtown. R. Liston. pp. 45-63.

The Urban Complex. R.C. Weaver.

The Urban Villagers.

V. REQUIRED ACTIVITIES. Using the reading material, complete each of the following activities:

1. Questions. Answer each of the following questions in writing in your own words.

    1. What factors account for the segregation of Mexican-Americans in urban areas?

    2. What is El Teatro Urbano?

    3. Why is ethnic relevance important to minorities?

    4. What problems in education exist for Mexican-Americans?

    5. What is a barrio? What advantages and disadvantages are there to living in one?

2. Choose 2 of the following activities.

    1. Read in periodicals about urban racial problems. Try to read as much about Southwestern problems as you can. Write a paper 2-3 pages on racial problems and the consequences for us all. Turn in a bibliography.

    2. Research the topic of possible solutions to racial troubles. Write up your findings in a 1-2 page paper. Turn in a bibliography.

    3. Write a paper on discriminiation in employment opportunities in the Southwest. (1-2 pages). Turn in a bibliography.

    4. Write a paper on discrimination in the judicial system in the Southwest. (2-3 pages.) Turn in a bibliography.

    5. Draw a political cartoon on urban racial problems in the Southwest. Pick up a sheet on political cartoons first.

3. Choose one of the following activities.

    1. Read any of the books under Extra Reading Material. Fill out a critique form.

    2. Read <u>The New Centurions</u>. Fill out a critique form.

    3. Make an attractive scrapbook of urban racial problems from magazines and newspapers -- the more current, the better.

VI. EXTRA ACTIVITIES. For suggestions of extra activities, please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: URBAN PROBLEMS IN THE SOUTHWEST

PACKAGE TITLE: PLANNING

BY

JUDY HOFFMAN

PLANNING

I. PROBLEM. As long as the population grows, so will the cities. The entire East Coast has become a giant urban area. The same could happen to our own area. It is already happening along the Pacific Coast from San Francisco to San Diego. If the trend is toward a completely urban community we must think and plan ahead so as to make life as pleasant as possible under those conditions. You have studied a few problems which occure when humans live in increasing densities. What happens to someones' psychological welfare when he only has a small area to call his own. Our cultural heritage pushes us away from being able to accept high density living, but that is where we are headed. The Chinese and Japanese have accepted heza density living without the adverse affects of crime and disease - why can't we? How can urban planners help our situation? How can we change and modify such things as housing, transportation, work and education to make them pleasant even in high density populations? What is being done in your area? What holds back planning? Have communities which are completely planned from scratch been successful?

II. Specific Objectives. When you finish this unit you will be able to:

1. Identify in writing, problems in urban planning today.
2. Identify in writing various attempts to solve the problems in urban planning today.
3. Explain in writing the importance of urban planning.
4. Identify in writing the occupations open in urban planning today.

III. Required Reading Material. Read each of the following references.

1. The material in the study guide.

IV. Extra Reading Material. For a deeper understanding of the material in the study guide read any of the following references.

Future Shock. A. Toffler.

Suburban: Civic Denial. Gokdston.

The Urban Complex. R.C. Weaver.

V. Required Activities. Using the reading material complete each of the following activities.

1. Questions. Answer each of the following questions in writing in your own words.

1. List activities involved in urban planning?

2. What affect does the automobile have on traffic and urban planning problems?

3. What future does public transit have? Is it the answer to traffic problems? Explain.

4. What is the "new town" concept? What are the advantages and disadvantages?

2. Choose at least 1 of the following activities.

1. Read Future Shock by A. Toffler. Fill out a critique form.

2. Write an essay on the importance of urban planning. (2-3 pages)

3. Call the planning divisions of either the city the county or the Model Cities Program. Interview someone about urban planning problems in Tucson. You might ask questions about specific problems in transportation, urban sprawl, zoning, the enterference of politics, etc.

4. Write a 2-3 page paper on occupations available in urban planning. Include information about duties, necessary educational background, etc.

3. Choose at least 2 of the following activities.

1. Draw a political cartoon on the problems in urban planning.

2. Make an attractive scrapbook on problems and other aspects of urban planning. Especially try to get articles from current local newspapers.

3. Read 2 magazine articles onurban planning and/or its problems. Turn in abstracts and bibliographe--call information.

4. Do a study of Tucson in which you explore its planning problems. Observe the zoning, transportation, industrial and beauty factors. Write up your observations and conclusions in a well thought out 2-3 page paper.

VI. Extra Activities. For extra activities please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: URBAN PROBLEMS IN THE SOUTHWEST

PACKAGE TITLE: CRIME

BY

JUDY HOFFMAN

III. Required Reading Material. Read each of the follwing references.

1. Your local newspaper's coverage of crime-related problems or incidents for the duration of this unit.

2. The material in the study guide.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references.

A Documentary History of Mexican-Americans. W. Moquin. pp. 389-506.

Crime in America. Ramsey Clark.

The FBI Nobody Knows. F. Cook.

Struggle for Justice. Morris.

The Crime of Punishment. K. Menninger, M.D.

Violence in America. H.D. Graham.

Young People and Crime. A. Cain.

The Green Felt Jungle. E. Reid.

Behind the Shield. A. Niederhoffer.

FBI Man. L. Cochran.

Courts on Trial. J. Frank.

Courts of Law. J. Eichner.

Man on Trial. G. Dickler.

Court in Session. J. K. Lieberman.

The Citizen in Court. D. Karlen.

Justice and the Supreme Court. R. Tresolini.

Equal Justice Under the Law. M. Sagarin.

My Life in Court. L. Nizer.

Trial by Jury. S. McCart.

Juvenile Delinquency. President's Commission on Law Enforcement and Administration of Justice.

Downtown. R.A. Liston.

La Raza: Forgotten Americans. Samora. pp. 125-158.

Mexican-Americans and the Administration of Justice in the Southwest. U.S. Commission on Civil Rights.

V. Required Activities. Using the reading material, complete each of the following activities.

1. Questions. Answer each of the following questions in writing in your own words.

    1. List 3 crime-inducing factors.

    2. What attitudes foster crime among the middle and upper classes in society?

    3. What effect has the Supreme Court had on law enforcement?

    4. What problems exist in the police systems in cities?

2. Choose 2 of the following activities.

    1. Read Crime in America by Ramsey Clark. Write a short paper (1-2 pp) on the causes of crime and what needs to be done to help the problem.

    2. Call the Public Relations Officer for the Tucson City Police Force and interview him on problems of law enforcement. Ask questions about sufficient manpower, management of the police force, training or any of the problems brought up in the reading. You might also ask about specific current issues -- see the newspaper.

    3. Read about any of the following in current periodicals. Report to your group on what you find.

        Drug-related crimes.
        Crimes of violence in the cities.
        The changing image of police forces.
        The changing concept of punishment vs. rehabilitation.

    4. Make an attractive scrapbook of current newspaper and/or magazine articles on crime and law enforcement in the cities.

3. Choose 1 of the following activities.

    1. Read Behind the Shield by Niederhoffer. Fill out a critique form.

    2. Read The New Centurions by J. Wambaugh. Fill out a critique form.

3. Do a research paper (2-4 pp) on the problems facing the Court System today. Turn in a bibliography.

4. Watch any 3 of the law and order police shows on TV. (Mod Squad, Madigan, The Streets of San Francisco, Adam-12, McMillan and Wife, Columbo, McCloud, etc.) Write a brief paper (2-3 pp) on the problems of crime presented in the shows and how realistic the presentation really is.

5. Do a political cartoon on the causes of crime in our cities. Pick up a sheet on political cartoons before you begin.

VI. Extra Activities. For suggestions for extra activities, please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: AMERICANS IN THE SOUTHWEST

PACKAGE TITLE: WESTERN JUSTICE

BY

JUDY HOFFMAN

WESTERN JUSTICE

I. PROBLEM. After several years of indoctrination via television and movies we all have our own ideas of the 'badman' and the 'lawman.' What were these men really like? Did they make up as large a part of the West as we have been led to believe? Were there any crime fighting organizations? We hear a lot about corruption in law enforcement agencies today. Was there any corruption in law enforcement in the early Southwest? We also hear much about gun control laws. Is the discussion over control of firearms a recent one or was there the same type of controversy in the 1800's?

What actions were considered criminal in the 1800's in the Southwest? What values were protected by laws? What conditions promoted crime in the Old West? Are these conditions still present today?

What qualifications were there for employment as a lawman? What were the duties of the typical lawman? Was law enforcement always handled by law enforcement officials or did concerned citizens sometimes get into the act?

II. Specific Objectives. When you finish this unit, you will be able to:

1. Explain in writing the duties and qualifications for law enforcement officers in the Southwest in the 1800's.

2. Explain in writing what conditions encouraged crime in the early Southwest.

3. Compare in writing law enforcement and crime in the Old West with that of today.

4. Express an appreciation for the efforts to establish law and order to protect the growing population of the Southwest in the 1800's.

III. Required reading material.

1. The material in the Study Guide.

2. Arizona Pageant. pp. 221-238.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references and take notes for extra credit.

Great Gunfighters of the West. C. Breihan

The West of the Texas Kid. T.E. Crawford.

The Bad Man of the West. Hendricks

The Vigilantes of Montana. Dimsdale

The Banditte of the Plains. Mercer.

Great Gunfighters of the Kansas Cowtowns. 1867-1886. Miller.

Hands Up. D.J. Cook.

The Gunfighter. Rash

Frontier Justice. Gard.

The Texas Rangers. Henry.

The Texas Rangers. Webb.

Six Gun and Silver Star. G. Shirley.

V. Required Activities. Complete each of the following activities using the material you have read.

1. Answer each of the following questions, in writing, in your own words.
   1. Describe the personality and development of the "badman."
   2. Identify the following people, telling about the reasons they became outlaws (if applicable) and what they did as outlaws.
      Jessie James
      Sam Bass
      William H. Bonney
   3. Tell the importance of range wars in the development of the gunfighter.

2. Choose 2 of the following activities.

   1. Write a newspaper article covering one of the many exploits of the Texas Rangers as if you were a reporter for the San Antonio Star.
   2. Pretend you interviewed John Wesley Hardin. Write an account of your interview with him.
   3. Pretend you are a deputy marshal in a small towm of your choice. Write an entry to a journal of events which might have happened to you.
   4. Write an editorial for the control of firearms in the West as if you were a reporter for the Yuma Times.

3. Choose 2 of the following activities.

   1. Write a well-organized, well-written essay on the importance of a basic set of rules for lawmen to follow. You might even use examples from current events to support your ideas.

2. Reconstruct the letter that might have been written by Tunstall to the Messila Independent.
3. Write a continuing account in a newspaper of Pat Garrett's search for Billy the Kid.
4. Write a well-organized, well-written essay comparing the conditions which promoted and continue to promote crime. Give specific examples past and present and turn in a bibliography.

4. Choose 1 of the following activities.

1. Draw a poster calling for the arrest of Billy the Kid. Try to make it as authentic looking as possible.
2. Write or draw an advertisement attempting to hire a marshall for a smalll town in the West.

VI. Extra Activities.

1. Jory. M. Bass.

Butch Cassidy and the Sundance Kid. W. Goldman

The Bank Robber R. Tippette

2. For any other suggestions for extra activities, please see the teacher.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: HISTORY OF BUSINESS AND INDUSTRY

PACKAGE TITLE: BUSINESS IN THE AMERICAN SOUTHWEST

BY

JUDY HOFFMAN

BUSINESS IN THE AMERICAN SOUTHWEST

I. PROBLEM. The 1800's was a time when many a fortune was made and lost on ventures ranging from mining to ranching. Banking, trading, railroading and the development of hotels, restaurants and saloons flourished in the new boom towns of the West. What kind of man gambled his time and money on the hopes of accumulating a fortune in the business world. What opportunities were open to an enterprising young man who wanted to be successful? How do business opportunities now compare with those of the 1800's? Was there more of an opportunity in the 1800's to become a successful businessman than there is not? Why or why not? What types of governmental controls were there on business and how did those which did exist compare with ones today?

II. Specific Objectives. When you complete this unit you will be able to:

1. Describe in writing some of the business opportunities which existed in the Southwest in the 1800's.

2. Compare in writing the character of business opportunities of the 1800's in the Southwest with the character of business opportunities today.

3. Explain some of the controls which existed and were created to apply to business in the 1800's and compare them with ones today.

III. Required Reading material.

1. The Arizona Pageant. pp. 183-186, 164-168, 140-151.

2. The mimeographed material in the Study Guide.

3. Read one of the following. Take notes to be handed in. Record the title of the book and the pages read.

a. Any one chapter in Bankers and Cattlemen. G.M. Cressley

b. "The Arizona Cattle Industry." J. Wilson. Arizona and the West. Volume 8, #4, Winter, 1966. pp. 339-348.

c. "Meals by Fred Harvey." J. Henderson. Arizona and the West. Volume 8, #4, Winter, 1966. pp. 305-322.

d. "Hotels of the Old West." R. van Orman. American History Illustrated. Volume III, #6. October, 1968.

e. "Palaces on Wheels." I. Ross. American History Illustrated. Volume III. #7. November, 1968. pp. 32-35.

f. Silver Kings. O. Lewis. Any one chapter.

g. The Saga of the Comstock Lode. G. Lyman. pp. 77-103 133-152, 205-214, 262-268.

h. The Company Town. J. Allen. Any one chapter from pp. 9-93.

i. Indian Traders. McNitt. Any one chapter.

j. Print in a Wild Land. J. Myers. Any one chapter.

k. The El Dorado Trail. F. Egan. 29-45.

l. America's Western Frontiers. J. Haywood. pp. 93-128.

m. My Sixty Years on the Plains. W. T. Hamilton. pp. 26-32, 145-152.

n. No More Than Five in a Bed. Any one chapter.

IV. Extra Reading Material. For a deeper understanding of the material in this unit, read any of the following references and take notes to be ahnded in for extra credit.

Ralston's Ring. G. Lyman.

Bonanza Inn. Ol Lewis.

The Saga of the Comstock Lode. G. Lyman

Print in a Wild Land. J. Myers.

Indian Traders. McNitt.

Silver Kings. O. Lewis.

An Overland Journey. H. Greeley

Bankers and Cattlemen. G.M. Gressley.

The Big Four. O. Lewis.

V. Required Activities. Complete each of the following activities.

1. Answer the following questions in your own words in writing.

1. List 3 business opportunities open to settlers in the Southwest.
2. Why was ther more chance for a reasonable amount of success in business ventures on the frontier than in today's business world. Give any examples you can think of th support your ideas.

2. Choose 1 of the following activities.

1. Read the mimeographed material on "The Economic Impact of the Frontier." (obtain the article from the teacher) Write a short (1-2 page) essay on the development of a spirit of experimentation in frontier business and how this spirit affects all parts of our lives.

2. Read 2 magazine articles on one particular type of business of your choice. Write an abstract of each article including the title of the magazine, the title of the article, the author, the volume, date and pages on which the articles appear. Then, write a short (1/2-1 page) comparison of modern business ventures and frontier business ventures. Give specific examples.

3. Interview someone who runs his own business. Ask such questions as how he started his business, how he decided what type of business to go into, what problems or difficulties he encountered and what rewards he has gotten out of his business. Write up your interview in a 1-2 page paper in which you present your findings and reactions considering your readings on business in the frontier Southwest.

3. Choose 2 of the following activities.

1. Prepare an attractive, authentically done advertisment for a business which might have existed in the Southwest in the 1800's.

2. Pretend that you are touring the West. Write an excerpt from a journal of your experiences in which you comment on different businesses you would have run across in your travels.

3. Using the information from the article on saloons, write an essay on the difference between bars and saloons. You might also cover the difference between saloons as pictured in the article and saloons as pictured in movies and on T.V. (Extra research, from the library of course [magazine articles] might be necessary to complete this choice.)

4. Prepare an oral report on one of the following topics as they apply to the frontier Soutwest.

Hotels
Indian traders
Trappers
Bankers
Restaurants
The business of silver mining.

4. Take the test on this unit.

VI. For extra activities on this unit, please see the teacher.